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ABSTRACT

This guide was developed to assist volunteers in tutoring adult readers who read below the ninth-grade level. It was intended to be used as a supplement to the tutor training programs for volunteers at Drake University. The following topics are discussed in the guide in either narrative or question-and-answer format: getting started as a tutor, who are the clients, getting acquainted, tutoring procedures, and learning activities. Tutoring procedures include methods for teaching sight vocabulary, word attack, vowel sounds, syllables, context clues, word families, comprehension, the language experience approach, and using computers. (KC)

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BLUEPRINT

for

Tutoring Adult Readers

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Reading-Learning Center
DRAKE UNIVERSITY
College of Education

CE 041994

U.S. DEPARTMENT OF EDUCATION
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FORWARD

Blueprint For Tutoring Adult Readers was developed to assist volunteers with tutoring adult readers who read below the 9th grade level. This manual was developed as a supplement to the tutor training programs for our volunteers. These tutor training programs are designed to demonstrate to volunteers the fundamentals of reading instruction. Hopefully this manual will assist our volunteers in helping adults who are learning to read.

Special thanks to the Iowa Department of Public Instruction, Des Moines, Iowa, for the grant providing in part for a volunteer tutoring program in reading for adults. We believe the program has contributed greatly to the improvement of the client's lives. The one-on-one tutor/client relationship has helped many clients gain self-respect and active participation in society -- we are grateful.

Lastly, we would like to thank Dr. Betty Heathington from the University of Tennessee Adult Reading Academy Program for giving us permission to reproduce parts from Opening Doors. Our tutors are better prepared when helping their clients because she has allowed us to reproduce material that has proven effective for non-readers -- thank you.

GETTING STARTED AS A TUTOR

QUESTIONS YOU MIGHT ASK:

1. What kind of background do I need to become a tutor? Beginning tutors must be reasonably competent readers and should be open-minded and flexible in their attitudes toward instructing adults. Open-mindedness and flexibility are essential since there is no single "best" way to teach reading.

2. How do I learn how to be a tutor? What kind of help can I expect? There is an initial training period where specific procedures and techniques are introduced and practiced. The tutor will have access to all of the Reading-Learning Center personnel as needed. Volunteers are to attend seminar sessions to exchange ideas and concerns. These are arranged by the staff to provide ongoing training, enrichment, and enlightenment as well as a social time. A newsletter is printed bi-monthly and news about the program as well as people involved is printed. Clients and tutors are welcome to submit copy.

3. What kind of time commitment is expected of the volunteer tutor? After the training, the minimum effective time commitment per week is two hours of tutoring. The two tutoring sessions are individually arranged to fit the schedules of the client and tutor. The tutor should also expect to spend an hour or so each week on planning for the instructional sessions and conferring with supervisory personnel. In terms of duration, it is hoped that the volunteer will stay with the program for at least three months. There is no limitation on how long the successful tutor may continue.

4. Who are the people I will be working with as a tutor? Each tutor works with only one client at a time. The clients vary by age, race, sex, and most other characteristics. There are several assumptions that may be made: a) the client is reading below the 9th grade level, b) the client is over 16 years of age, c) the client is not mentally deficient or handicapped in other ways which would seriously inhibit learning to read, d) the client has expressed interest in being tutored, and e) the client lacks self-confidence due to repeated failures and may be erractic in attendance.

5. What is required of the tutor beyond the actual tutoring? The tutor is responsible for his/her own transportation and for a modest amount of record keeping. The tutor is not responsible for providing transportation or any other type of aid to the client outside of the tutoring session.

6. What can the volunteer expect to get from tutoring? The rewards have to be intangible because there are no funds to pay volunteer tutors for their valuable services. Passing on such an important asset can indeed be a very satisfying experience. Reading tutoring can provide broadened insights into the societal values of literacy which many of us take for granted. For that person who is looking for a challenging volunteer job, tutoring offers work which requires patience and responsible individual judgment. Drake University provides this program to the surrounding community as a service. It is because of unique people who believe in and tutor in this program that they are able to do so.

If interested in tutoring adults who want to learn to read, the Reading-Learning Center will ask the tutor to fill out a tutor application. This application will be taken into consideration when matching the tutor with a client.

TUTOR APPLICATION

Date

Name | Home Phone | Work Phone

Address | City & State | Zip Code

1. Do you have transportation for regularly getting to tutoring locations? _____
2. Can you read with ease and accuracy materials such as the daily newspaper? _____
3. Please summarize your employment and/or volunteer work background: _____

4. Please note the hours when you could be available for tutoring and related activities. Naturally, the more hours you indicate, the greater the possibility of making appropriate tutoring assignments. If you have comments or stipulations about scheduling, please indicate those also. _____

5. How did you become interested in the possibility of tutoring?

6. While a prospective tutor need not be knowledgeable about reading instruction, you probably do have some general ideas or opinions. Based on your own reading experiences and your experiences with people, what do you think are some important considerations for adult literacy tutoring?

7. What do you expect to gain or what desires do you have in "sharing your literacy"?

Once a tutor, the Reading-Learning Center will provide the tutor with a job description to summarize our expectations of a tutor. Hopefully this will provide the tutor with a starting point for developing a successful tutoring program for the tutor and the client.

JOB DESCRIPTION

POSITION TITLE: Volunteer Reading Tutor

PROGRAM PURPOSE: To work with adults who read below the 9th grade level.

JOB QUALIFICATIONS/SKILLS:

- finds reading pleasurable and necessary
- communicates well with others
- is flexible and open-minded
- interested and resourceful in working with adults
- is able to motivate others

TIME REQUIREMENTS:

- monthly seminars
- two hours instruction per week
- two hours preparation per week

JOB DUTIES:

- to prepare for lessons
- to learn about materials for teaching reading
- to participate in training activities as much as possible
- to provide the Reading-Learning Center staff with reports as requested

As a tutor you will be asked to attend a tutor training class before meeting your client. The class will consist of an overview of tutoring procedures to use with your client. You will then be asked to attend monthly meetings to provide you with some additional training to tutor your client.

These classes are considered an essential and vital part of the total tutoring process. Therefore, your attendance is very important if you are to be successful in teaching your client how to read. Also, there are materials available in our library to assist you in this tutoring process. They may be checked out for you to use. A list of some of the materials available for tutors are on the following pages. Also available for you to use is the Keystone Telebinocular Vision Screening Test. The test will indicate if the eyes function together as a team, measure eye posture and possible imbalance, and even check such skills as depth perception and color discrimination. The screening test is easy to administer. If you feel your client is having eye problems, inquire about how to give the test. It provides an indication of whether or not a client should be referred to a vision specialist.

DRAKE READING-LEARNING CENTER

List of Materials Available for Tutors & Clients

Note: Reading Level is typed after title

RECREATIONAL

Publisher-Xerox

Don't Die Baby 1.5-2.5
Just For Kicks 4.5-5.5
America's Bad Men 1.5-2.5
Against All Odds 3.5-4.5
Sports Action 2.5-3.5
Nine Daring Adventures 4.5-5.5
The Vette 1.5-2.5
Wild Tales 1.5-2.5
High and Mighty 3.5-4.5
Read-Life Adventures 3.5-4.5
Champions All 3.5-4.5

Publisher-Fearon (3 + below)

Robinson Crusoe
The Moonstone
Two Years Before the Mast
20,000 Leagues Under the Sea
The Last of the Mohicans

Publisher-Reader's Digest

What's On the Moon 3-4
First At The Finish 3-4
Men Who Dare the Sea 2-3
Guides to High Adventure 3-4
Sante Fe Traders 2-3
"I Fell 18,000 Feet" 3-4
A Race to Remember 2-3
Mystery of the Mountains 1-2
Workers in the Sky 1-2

Publisher-New Reader's Press (0-5)

Learning Games for Infants & Toddlers
People and Places
New Ways
City Living
In The Valley
Opening Doors
Laughing
The First CHRISTMAS Tree
Ruth: A Great Love Story

Publisher-Fearon (Pacemaker)

Tales of Flying 2.3
Tales of Escape 2.3
Tales of Animals 2.3
Tales of Shipwreck 2.5
Tales of Railroads 2.2
Tales of Pirates 2.5
Tales of Speed 2.4
Tales of Rescue 2.1
Tales of Spies 2.2
Tales of Invention 2.3

Publisher-Pendulum Press (4.5)
(Illustrated Classics)

Dr. Jekyll & Mr. Hyde
Dracula
The Call of the Wild
Black Beauty
Huckleberry Finn
Moby Dick
The Red Badge of Courage
The Time Machine
Tom Sawyer
20,000 Leagues Under the Sea

Publisher-Random House School Division (Random Reading Almanacs)

Discoveries
Animals
Sports
Phenomena
Food
Media

Publisher-Crestwood House

Focus on Women (5-7)
- Billie Jean King
- Dorothy Day
- Margaret Mead

Pull Ahead Books (3-4)
- Western Outlaws
- Famous Spies
- America's First Ladies 1789-1865
- America's First Ladies 1865 to Present
- Presidential Losers
- Pirates and Buccaneers
- Doers and Dreamers
- Political Cartoonists
- Stars of the Ziegfield Follies
- Daring Sea Captains
- Famous Chess Players
- Great American Naturalists

Social Awareness (1-2)
- A Look at Divorce
- A Look at the Environment
- A Look at Mental Retardation
- A Look at Old Age
- A Look at Physical Handicaps
- A Look at Adoption
- A Look at Birth
- A Look at Death
- A Look at Drug Addiction
- A Look at Alcoholism

Ways of Life (4-5)
- The Monastery
- A Mexican Villa
- Animals of East Africa
- Grandfather's Land
- A Hospital
- A Kibbutz
- A California Farm
- A Midwestern Village
- Right on Dellum
- The Bajun and The Sea
- Kenya's Nomad
- Mark Will Ward
- The Aborigines

Funseekers (3-4)
- Sky Diving
- The Fabulous Frisbee
- Freestyle Skiing
- Skateboarding
- Surfing
- Hang Gliding

Science and Hobby (3-4)
- Aquariums
- Archaeology
- Bird Watching
- Boating
- Fishing
- Rocks and Minerals
- Shell Collecting
- Terrariums
- Weather Forecasting

PROFESSIONAL

Publisher-Ralsu

- Instructional Guide #1 "Getting Together"
- Instructional Guide #2
- Instructional Guide #3
- Instructional Guide #4 "Help"
- Instructional Guide #5 "Process and Product"
- Instructional Guides #6 -#9

Publisher-Ralsu (con't.)
Consumer Credit as a Topic for Adult Literacy Training
Helping Adult Literacy Students to Get and Keep a Job
Sample Instructional Units on Life-Coping Skills
Health and Medical Care

Publisher- Book-Lab, Inc.

Teaching Remedial Reading
Guidelines to Teaching Remedial Reading (revised)
Tutor! A Handbook for Tutorial Programs

Publisher- International Reading Association

Literacy for Diverse Learners
Strategies for Adult Basic Education

Publisher- Wm. C. Brown and Co.

Teaching Reading in Adult Basic Education

Publisher- Northwest Regional Educational Laboratory

Test of Functional Adult Literacy

Publisher- College Reading Association

Survival Learning Materials

Publisher- New Reader's Press

Using Readability

Others:

Phonics in Proper Perspective; Heilman, Arthur W.

Prisoners of Silence: Breaking the Bonds of Adult Illiteracy in the United States; Kozol, Jonathan

ACADEMIC

Publisher-Learning Trends

Stranger Than Fiction 2-3
Turning Point: A Selection of Short Biographies 2-3.5
Biology Workshop-1

Publisher-Globe

The World of Vocabulary Bks. 1-3
Real Stories Book A 2-3
Real Stories Book 1 4-5.5
Real Stories Book 2 4-7
Real Experiences Book One 4-5
Exploring the Urban World 5.5
Earth Science 5-6

Publisher-Addison Wesley

Six Impossible Things & TE
One Thing At Once & TE
Two Blades of Grass & TE
Three O'Clock Courage
Four Corners of the Sky & TE
Five Words Long & TE

Publisher-National Tutoring Institute

Tutor-Student System (Complete - 14 kits)
Programmed Reading Comprehension - Levels 1-9

Publisher-Book-Lab (0-5)

Hip Reader, Vol.1
Hip Reader, Vol.2
Phonic Word Builder

Publisher-SRA

Getting it Together 2-6+
Teacher's Guide
Resource Book

Publisher-Globe Book Co.

Spell it Out: Book 1

Publisher-Prentice-Hall

Be A Better Reader Foundations A & TE
Be A Better Reader Foundations B & TE
Be A Better Reader Foundations C & TE
Be A Better Reader Book 1 & TE

Publisher-Scholastic Book Services

GO Materials Levels 4, 5, 6, 7, 8

Publisher-Reader's Digest

POINT 31 Materials, Vols. 1-3
Skill Builder Kits, Primary, Levels 1-3
Skill Builder Kits, Intermediate, Levels 4-6

Ed. note: TE stands for teacher's edition

ACADEMIC (con't.)

Publisher-McGraw Hill Book Co.

Reading for Concepts Books A-E & G
Reading for Concepts - Teacher's Edition for Series
Programmed Reading for Adults Books 1-8
Programmed Reading for Adults - Teacher's Guide Books 1-8
New Practice Reader Books B-F

Publisher-New Reader's Press

Preparation for the High School Equivalency Exam
Teacher's Guide to the Program
General Mathematic Ability

Publisher-Steck-Vaughn Co.

Reading 1100 Pre-reading skills 0-4
Reading 1200 Sight Words 0-4
Reading 1300 Sight Words 0-4
Reading 1400 Phonics 0-4
Reading 1500 Phonics 0-4
Reading 1600 Structural Analysis/Phonics 0-4
Reading 1700 Skills Application 0-4
Reading 2100 Words 4-8
Reading 2200 Sentences 4-8
Reading 2300 Main Idea 4-8
Reading 2400 Relationships/Conclusions 4-8
Reading 2500 Sequence 4-8
Reading 2600 Locating and Organizing Information 4-8
Reading 2700 Maps, Graphs, and Tables 4-8
Reading 2800 Personal Reading Skills 4-8
Learner Profile Charts
Teacher's Guides

Publisher-Jove (HBJ)

Dictionary - Book 2 1-3

Publisher-MacMillan

Dictionary for Children

Publisher-Modern Curriculum Press

Building Word Power, C
Increasing Comprehension, C
Organizing Information, C
Using References, C
Building Word Power, D
Increasing Comprehension, D
Working with Facts and Details, D
Organizing Information, D
Using References, D
Building Word Power, E
Increasing Comprehension, E
Working with Facts and Details, E
Organizing Information, E
Using References, E

FUNCTIONAL

Publisher-Fearon

Young Homemaker's Cookbook 3.2
Know Your Rights 2-5
In Your Country 2-5
In Your State 2-5
In Your Community 2-5
In Your Family 2-5
Planning Meals and Shopping 2.5
Planning for Your Own Apartment 3.0
Getting Ready to Cook

Publisher-New Reader's Press

The New Streamlined English Series 0-5
Skill Books 1-5
Machine Age Riddles 4
Label Talk 4
Read the Instructions First 4
I Wish I Could Write
Be Informed on Nutrition
Everyday Reading and Writing
Everyday Reading & Writing - Teacher's Guide

Publisher-Follett (4)

You and Your Pay & Teacher's Guide
Getting That Job & Teacher's Guide
Keeping that Job & Teacher's Guide
You and Your Occupation & Teacher's Guide
Taking Stock & Teacher's Guide
You and They & Teacher's Guide
You and Your Needs
You are Heredity and Environment
Getting Started
On The Way
Full Speed Ahead

Publisher-Cambridge Book Company

Reading Competence
Reading Improvement

Publisher-Frank E. Richards

After School is Out 0-5
Al Looks for a Job 0-5
From Tires to Teeth 0-5
On The Job 2-3

Publisher-Dept. of Education,
Purdue University

Literacy Requirements of a Licensed Practical Nurse
Literacy Requirements of a Secretary
Literacy Requirements of an Electrician
Literacy Requirements of an Industrial Maintenance Mechanic
Literacy Requirements of an Automotive Mechanic

Publisher-National Traffic Safety Foundation

Drivers Exam and Road Test

WHO ARE THE CLIENTS?

WHO ARE THE CLIENTS?

It has been quoted that 23 million Americans - one-fifth of our adult population - cannot read or write well enough to cope with most of the printed matter in today's society. This involves reading material usually below the fifth grade level. This inability to read is a reflection of the failures of society or failures of the individual and often of both. Whatever the cause may be, there are some basic characteristics that we have found to be prevalent among non-readers. A few characteristics of the adult learner are: low self-concept, low socio-economic background, unemployment, slow progress, failure, unreliable at times, short term goals, different values than tutor, dependency on tutor, compensation for inability to read, and specific reading purposes in mind. Usually, poor reading is one of an interconnected group of these problems hindering normal reading progress.

Most non-readers cleverly hide their inability to read for fear of being exposed and shamed. For this reason, a great deal of understanding must come from the tutor. A non-readers realistic hope is to be tutored on a one-to-one, confidential basis. This confidence is important in the learning process. With this in mind, let's begin this process.

GETTING ACQUAINTED

Getting acquainted with each other is a very important process in the tutoring program. Explain to the client what you will be doing during the course of the first lesson so they will be more at ease. When you first meet your client, you will want to learn as much as possible about his/her background, why he/she does not read, place of employment, general health, why he/she wants to learn to read, his/her interests, family environment, and any other additional information that will be of importance in the reading process. The "Summary Data Form" and "A Checklist of Reasons For Reading" are forms available for you to use during this informal interview.

The client will be asked to sign a contract when entering the Reading-Learning Center. They are asked to do homework as assigned, to give daily attention to their reading, and to respect the time and energies of the tutor. Hopefully, the contract will help assume the client's sincerity of entering the adult tutoring program. In this first session, it is good to review this contract with the client.

Give the client an overview of the purposes and procedures of the Reading-Learning Center. Point out that since he/she has made a decision to learn to read then it will be assumed that reading will be a top priority. Explain that to read requires work including lots of reading outside of tutoring sessions in order to complete the total process.

An information card with your name, the telephone number of the Reading-Learning Center (271-3982), and the time of future sessions should be given to the client. If the client cannot read at all, point out the importance of showing this card to

someone who will be able to provide this information to the client when needed.

A sample lesson plan has been included in this section to help guide you in planning instructional activities for your client for the first tutoring session. Plan your lesson around the time permitted - don't try to rush through anything thus making the client uncomfortable and frightened. Leave enough time so you and the client can evaluate the lesson you just completed. It is a good idea to always start every lesson with an overview of what you will be doing during the lesson and to conclude your lesson with an evaluation of the lesson. In the evaluation, ask the client what he/she learned during the lesson. Always teach your client something new in each lesson.

In additional lesson plans, some important points to remember are to try to make lessons varied and interesting. Don't fall into the trap of just listening to them read. Please keep a log sheet of dates tutored, time, activities, and your comments and turn in at intervals for our records. This is good for you to look back and see what you have done also. From time to time, review with your client - go back over and reread the language experience stories, etc. Try to think what would help you learn, and use that with your client. Use common sense when all else fails. Above all, be patient, try to think what this must be like for them. Tell them about obtaining a public library card. You may want to wait until another session to do this. The downtown main library has a section for "adults who are new readers". They should inquire of the librarian at the desk for help.

OUTLINE TO USE FOR THE FIRST TUTORING SESSION

1. Getting to know each other - informal introductions and conversation.

2. Interview - informally complete as much information as possible on the "Summary Data Form." Help the client check their reasons for reading on the form marked "A Checklist of Reasons For Reading." Review the client's contract with them.

3. Give an overview of the purposes and procedures of the Reading-Learning Center.

4. Information card - give the client a card with your name, time and place of future sessions, and the Reading-Learning Center phone number on it (271-3982). Be sure the client can read or remember your name and that he/she knows you look forward and expect to see him/her next time.

5. Instructional activities:

    A) Interest Survey For Adults

    B) Informal sight vocabulary (refer to sight vocabulary section in "Tutoring Procedures").

    C) Language experience story (refer to language experience section in "Tutoring Procedures").

SUMMARY DATA FORM

Directions to tutors: Fill out as much information as possible within the first one or two sessions. Change or add information as necessary in later sessions. Nearly any information that you can get is potentially helpful but you should not pressure the participant for personal data he or she is unable or unwilling to supply. Please keep this form in the participant's folder.

Date_____

Name_____ Phone (home)_____

Address_____ (work)_____

Age_____ Family Status_____

Ethnic or Racial Group_____Employed?_____

Where employed and nature of work and hours _____

_____

_____

Estimates of: General health good___fair___poor___
Vision good___fair___poor___
Hearing good___fair___poor___

Additional comments on health: _____

_____

School Background: Highest grade completed_____ What state_____

If Iowa, what specific schools_____

When were reading problems first evident_____

What kind of difficulties_____

What special help have you had_____

Estimated reading level or test scores_____

What hobbies or interests do you have_____

_____

Why are you seeking help at our Academy_____

Is it you who desire the help or someone else's idea_____

_____

OBJECTIVES OR GOALS: In cooperation with his/her tutor, each student will establish practical personal objectives for his/her instruction. Three to five short to midrange goals are probably most appropriate.

Some students will have definite objectives in mind such as becoming able to read and complete job application forms or to exchange personal letters with a family member who lives in another city. Others will just express a vague desire to read better, and will, therefore, need more help at arriving at specific objectives. In either case, the student is likely to need help from the tutor in clearly stating the objectives so that progress toward the objectives can be readily observed.

The single most important feature of the objectives should be that they relate to the real-life needs of the student. Write objectives, as much as possible, in priority order (number one being the highest priority). It is most important, after doing all this that you go over these goals and talk about whether you are achieving any, in part or in total. The students need to see they are achieving.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Please discuss with your client that we have no "magic" solution in learning to read. It is a slow process but we can help them if they are willing to work at it. They must do the work; we can only show them the way. We must have their cooperation.

Any other information they might have would help us in preparing their program and in guiding them:

_____

_____

How importantly do they view this reading process and reading in general: _____

_____

_____

Clients Name: _____
Date: _____
Tutor: _____

A CHECKLIST OF REASONS FOR READING

Listed below are some of the reasons the adult may have for developing and/or improving his reading ability. Go over this list with your client to better define his her goals.

1. _____ read newspapers
2. _____ read books
3. _____ read magazines
4. _____ vote intelligently
5. _____ read to his/her children
6. _____ read one complete book
7. _____ write Letters
8. _____ fill out an Employment application
9. _____ learn about job interviews
10. _____ get a better job
11. _____ pass the driver's test
12. _____ work toward GED preparation classes
13. _____ learn to read recipes
14. _____ read the want ads
15. _____ read grocery ads
16. _____ shop wisely
17. _____ read directions on packages and household incidentals
18. _____ find out about community services
19. _____ help with school work
20. _____ improve spelling skills
21. _____ locate numbers in the white and yellow pages of the telephone directory
22. _____ read menus
23. _____ read maps-city, highway, etc.
24. _____ fill out tax forms
25. _____ read insurance forms
26. _____ learn a hobby
27. _____ fill out a credit application
28. _____ learn how to read pattern instructions
29. _____ tell time
30. _____ make a budget
31. _____ interpret monthly bills, etc.
32. _____ read directions on prescriptions
33. _____ read bus schedules
34. _____ learn more about Social Security
35. _____ read and write personal checks
36. _____ learn about things to do when renting an apartment or house
37. _____ rean and understand leases
38. _____ read and understand purchase contracts
39. _____ learn the "Essential Vocabulary" words
40. _____ how to use the library
41. _____ read and understand labels that caution against specific danger
42. _____ read and interpret consumer vocabulary
43. _____ read and use information to solve problems
44. _____ identifying information found in newspapers

Others?

45. _____ _____
46. _____ _____

INTEREST SURVEY FOR ADULTS

1. Sometimes I feel that life is _____.
2. When I get together with good friends we _____.
3. I feel lonely when _____.
4. Sundays are for _____.
5. Hobbies I enjoy are _____.
6. Reading is important to me because _____.
7. Reading is important to children because _____.
8. When I go to the grocery store I _____.
9. A good job is important to me because _____.
10. Working around home is _____.
11. I like being alone to think about _____.
12. At parties I _____.
13. Writing to friends and relatives is _____.
14. Television is _____.
15. Being a responsible person is _____.
16. Children have a lot of _____.
17. Children are _____.
18. Eating out is _____.
19. Wearing jeans is _____.
20. Becoming acquainted with new people is _____.
21. My home is always open to _____.
22. After work I like to _____.
23. Learning is a process that _____.
24. World affairs and policies are _____.
25. I'm planning a trip to _____.
26. I never seem to have enough money to _____.
27. Books are great because _____.
28. I get mad when _____.

C O N T R A C T

I WANT TO ENTER THE DRAKE UNIVERSITY ADULT TUTORING PROGRAM.

THEREFORE, I PROMISE TO DO DAILY HOMEWORK AS ASSIGNED BY MY TUTOR.

I DO UNDERSTAND AND ADMIT THAT REGULAR AND DAILY ATTENTION TO MY READING AND WRITING WILL INCREASE MY SKILLS.

I WILL REMEMBER TO BE GOAL-ORIENTED AND TO RESPECT THE TIME AND ENERGIES OF MY TUTOR.

SIGNED _____

WITNESSED BY _____

DATE 27

SAMPLE LESSON PLAN

READING ACADEMY LESSON PLAN

Date _____ Tutor _____

Client _____

First Tutoring Session

Purposes or Goals	Materials	Procedures	Evaluation
1) Gathering info. on the client	1) Card with your name, days, time, and place of tutoring; and the phone number of the Reading-Learning Center(271-3982)	1)Informal introduction and conversation; give client the information card; read it to him and discuss, then check to see that he can read it.	
2) Getting to know each other	2) Summary Data Form A Checklist of Reasons For Reading	2) Ask client for necessary information and write it on page one of the form. Don't press on any points about which the client may be sensitive.	
3) To learn about client's interests	3) Interest Survey for Adults	3) Explain that you will read the first part of a statement and that he is to say whatever completes that statement for him. Provide an example or two. Write the client's responses.	
3a) /Option/ To get a small estimate of client's reading, spelling, handwriting ability	3a) Continue Interest Survey for Adults	3a) If the client is willing, have him try one or two of the incomplete sentence items on his own-reading the item(s) and writing his own response(s).	
4) To get an informal estimate of client's sight word knowledge	4) 20 word cards from one of the sight word lists, preferably start with the Fry Sight Word List	4) Ask the client to try reading the words aloud as they are presented (one at a time). If the client gets 7 or more of the first 10 correct, present the second 10. Note which words were read correctly and which were missed.	

SAMPLE LESSON PLAN

READING ACADEMY LESSON PLAN

Date _____ Tutor _____
Client _____

Purposes or Goals	Materials	Procedures	Evaluation
4a) / Option / To teach 2 or 3 new sight words and to assess how readily the client learns such words.	4a) 2 or 3 missed word cards from activity 4	4a) Present each word to the client - say the word as he looks at it - ask him to look at the word and say it - ask the client to supply a sentence or phrase containing the word - write the sentence or phrase on the back of the word card underlining the word being learned - read the sentence aloud - have the client read the sentence - after the new words have been thus presented, mix them with several known word cards and have the client read each card (Refer to Sight Word section for further ideas.)	E.g. We completed the information forms. We discussed short and long term goals and ways to attain these. Read through first 25 words on Fry Sight Word List. He didn't know 7 of the words. Completed language experience. Took notes on trouble areas when he read his story to me. Assigned homework- put sight words he didn't know into new sentences and we picked out a book for him to begin reading.
5) To introduce the procedure for language experience and assess its value for future lessons.	5) Paper, pencil, or pen, (carbon paper) or Computer (use Bank Street Writer Program, or PMS program)	5) Refer to Lea approach for directions.	
6) Mutual evaluation of the lesson to enhance team concept and feeling of progress and to help with future planning.	6) None	6) Mutual enumeration of the session's accomplishments and discussion of which activities were most liked, most helpful, etc.	

TUTORING PROCEDURES

The various tutoring procedures for a client will be determined from a series of tests given to the client by a reading clinician. After the testing is completed, the tutor, clinician, and client will meet. The clinician will, at this time, present to the tutor and client, the test results along with a summary of the needs of the client as determined by the test results and observations by the clinician. It is then the responsibility of the tutor to implement a program for the client that includes these needs. The following materials, as well as monthly in-services, will enrich the tutor with ways to present teaching procedures. Each week, new ideas will be displayed at the Reading-Learning Center to give tutors suggestions for presenting materials. Lastly, the staff at the Reading-Learning Center are always on hand to give help when needed.

The following is a brief overview of some teaching procedures to be learned by the tutor with the purpose of implementing these activities according to the needs of the client. Included will be sight vocabulary, word analysis, comprehension, language experience method, and computer usage.

Whenever possible, reading lessons for adults should be designed around problem units based on the clients real wants and needs, not on the needs perceived by the tutor. If you teach only "reading" as something found in books alone, without relating the lesson to real-life reading situations, then your client may soon become discouraged with his/her inability to use reading everyday. Try to identify a special area of need or interest on the part of your client, teach this - helping the client learn to use reading in everyday life at the same

time teaching reading skills for other uses. Refer to the section, Activities for Instruction, to help you with some materials and ideas to use.

SIGHT VOCABULARY

TEACHING SIGHT WORDS AND BEGINNING WORD ATTACK SKILLS

INTRODUCTION: SIGHT WORDS

A sight word is any word that is recognized instantly in printed form by the reader. If the reader hesitates, or spells out the word before he/she pronounces it, the word is not a sight word for him/her. Fluent reading requires a large sight vocabulary.

The teaching of a sight vocabulary is a good place to begin with adults. It provides immediate results and gives the adult confidence in his ability to learn. It also provides a secure base upon which to build additional word attack skills.

THE TEACHING OF SIGHT WORDS

MATERIALS: 1½" x 2½" cards, felt-tip pen, pencil, notebook ring.

GENERAL METHOD:

1.) Decide which words are to be covered in a sight word lesson (4 or 5 words).
2.) Print these words, in lower case letters, on the cards, one per card.
3.) Have the client dictate a sentence to you using each of these words. Clients can dictate the sentence to you and you write the sentence on the back of the card, underlining the word they are using. If he/she is capable of writing his/her own sentence, have him/her do so.
4.) Flash these cards to him/her one at a time after this is done.
5.) Next lesson, show your client one of these cards at a time, asking him/her to read the word aloud. As he/she reads, sort the cards into 2 piles; words he/she already knows, and words he/she does not. The cards the client knows, put on a notebook ring.
6.) Take the words from the ones he/she did not know and teach these.
7.) Put these cards in a row in front of your client as you read them aloud to him/her.
8.) Select one word to begin learning. Say, "The word is ____?"
9.) Have the client look closely at the word, noticing its shape, the number of letters, what it feels like to trace the word in the air or on the table.
10.) Have the client say the word; ask, "What is this word ____?"
11.) Again ask him/her to repeat the word.

- Repeat this procedure with other words.
- Mix new sight words in with the old and review often!
- Add words learned to notebook ring and the client can see his/her vocabulary grow!

WHICH WORDS TO TEACH:

Which words do you teach as sight words? Generally, those which your client will encounter most often and which have some meaning for him/her. The Fry sight word list is a preferred sight word list to begin with because it can be used in conjunction with a computer program available at the Reading-Learning Center. The list contains 300 high-frequency words that make-up 65% of all written language. Another way to demonstrate which sight word list to start with is to consider what words the client needs to know in order to shop, to do his/her job, to drive, and so on.

For example, If your client cannot recognize his/her own name in print, the first sight word taught should be his/her name. Say, "When I say your name, _____, this is what it looks like in print." Print the word on a card and let him/her keep it, telling him/her to look at the word as often as he/she can. Show how to reproduce the letters. When he/she can look at the word and immediately recognize it as his/her name, he/she has learned his/her first sight word.

If the client is interested in obtaining a driver's license, words on traffic signs would be important to him/her. The word "stop", for example, is very important. Find a picture of a stop sign (magazine) or draw one. Paste it on an index card. On the opposite side print "STOP". (If a word you are teaching normally appears in all capital letters, print it that way;

otherwise, it is best to begin with small letters.) Using the general sight word method, teach the word "stop" as it appears on the sign and as it appears alone. Use the sign as a clue whenever the client doesn't recognize the word by itself.

Once your client has learned several sight words, teach others at a pace that is comfortable for him/her. Mastery is most important in learning sight words; a word cannot be considered a sight word until the client recognizes it instantaneously, without hesitation or error. It is also important for him/her to recognize the word in context. Have him/her find the word in a paragraph from a magazine or newspaper. (Indicate the general area where the word can be found.) Show the word in different settings and print types.

IF YOUR CLIENT HAS TROUBLE WITH SIGHT WORDS:

1. Have the client trace a large copy of the word, letter by letter, while saying the word.

2. Glue yarn in the shape of the letters to a large card and have the client trace the word, feeling the shape of the letters.

3. Sprinkle sugar, salt, or sand onto a cookie sheet and have the client draw the letters of the word in this material. (The physical act of tracing and feeling the letters as they are drawn is helpful to many learners.)

4. Draw around the word so that the shape of the word can be seen.

5. Arrange troublesome words into a random pattern, as below. Have the client pick out specific words or read them to you:

   I be we he it I a the be he she it

6. Pair small words with other known words. Have the client learn them together, then separate them: a ball, the car, and so forth.

Some examples of sight word lists you might choose are located in the tall file, drawer four (4), located in Nancy's office.

WORD ATTACK

INTRODUCTION: BEGINNING WORD ATTACK

If every word in the English language had to be learned as a sight word, reading might be a slow and tedious process However, our language is built on sound patterns which can be learned, giving us keys with which to unlock unknown words. It is these regular patterns that you should begin teaching your client.

Consonant sounds are the most regular in our language; therefore, first teach the names and sounds of the consonant letters (the consonant letters are all the letters except the vowels a, e, i, o, u). Once this is learned, introduce groups or clusters of consonants that regularly appear together to produce specific sounds.

THE TEACHING OF INITIAL AND FINAL CONSONANTS

Base the teaching of consonants on known words (sight words) to give the client something to refer to when he/she is taught a particular sound. He/she should more easily associate a printed letter from a word he/she already knows with the sound he/she is trying to learn.

MATERIALS: Index cards or paper; felt-tip pen or other writing materials.

GENERAL METHOD FOR TEACHING CONSONANT SOUNDS:

1.) Print the capital form of the letter you are teaching on the top left of an index card. (If your client writes cursively, put this form underneath.)
2.) Say, "We're going to learn about the letter ___. Next to this big ___ I'll print a little ___. The big ___ is called a capital ___. Now I'll write some words which begin with ___."

3.) Write 2 or 3 words the client already recognizes below the small letter on the card. Try to think of words in which the beginning consonant is followed by a vowel instead of another consonant (bow, not brow).

4.) Ask your client if he/she can think of any words that begin like the words already on the card. Write down whatever words he/she came up with that begin with the letter you are teaching. You may have to give hints or supply words yourself at first. Write words that are normally not capitalized under the small letter, names or capitalized words under the capital letter.

5.) Ask your client, "What do you notice about the sound of each of these words?" Your client should answer that they all begin with the same sound. Read down the list of words, emphasizing that they all begin with the same sound. Ask, "What do you see that is the same in all of these words?" The client should respond that they all begin with the same letter. It is difficult to voice many consonants without an accompanying vowel sound and this may confuse your client as to actual sound of the consonant. For example, the sound of the letter b is not buh; it is the sound that is heard at the beginning of the word boy or ball. But sometimes the "buh" sound is the closest we can come to the sound of the letter b.

6.) Choose one of the words on the consonant card for the client to use as a key word to remember the sound he/she has just learned. This word should be a sight word and one that is meaningful to him/her. Tell your client that this word is to help him/her remember the sound of the letter on the card. Put an * by the word.

7.) Tell your client, "Listen to the words I'm going to say. Which of these words start with the _____ sound?" Have a list of 4 or 5 words, with three beginning with the letter you are teaching. The client answers yes or no as you say the word.

8.) REVIEW! Point to the letter on the card. Ask your client to name the letter. (Capital and small letters.) Remove the card. Ask him/her to tell you other words that begin with that sound and/or have him/her read the words you have written on the card. Ask him/her to write the letter you have been working on, perhaps on the back of the card.

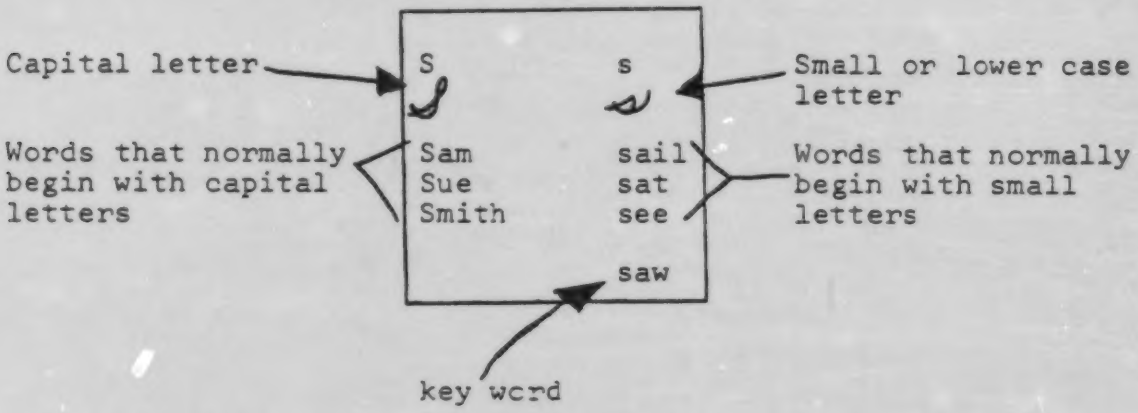
9.) After you have taught a consonant in the initial or beginning position, teach it in the final position, or at the end of words, using the techniques outlined in 1 through 8 of the general method.

10.) Repeat this process for each of the consonant letters of the alphabet. All of the consonants may be taught in the initial position except x, which should be taught first at the end because this is where it occurs most often.

VARIATIONS:

- Teach consonants as you are teaching sight words. Use the sight words as sources for intiial and final consonant sounds. The two skills go together well.

- Example of a consonant skill card:



- Consonants which have more than one sound:

1. c and g: Teach the "hard" sounds of c and g first: cake, cute, coin, go, gum. Next, teach the "soft" sounds: city, center, germ, ginger. In general, c and g are hard when followed by a, o, or u; soft when followed by e or i. (There are exceptions: girl, for example.)

2. Teach the sound of s as it is heard in soil and soft first; then teach the "z" sound of s, which usually occurs within a word: easy, does. Surprise gives both sounds and shows the difference in one word.

3. Teach x first at the end of a word, as in box or fox; then teach it in the intiial position where it has a "z" sound: xerox is in one word.

4. Teach the consonant y at the beginning of a word; used elsewhere, it has a vowel sound: yes, yellow, young.

5. Teach q at the beginning of a word first, emphasizing that q never appears without u: qu. At the beginning of a word, qu usually has a "kw" sound: quick, queen. Within a word, qu may have a "k" sound: unique.

- Make sure that one sound is mastered before proceeding to the next.

Mastery is important and contributes to the successfulness of your client.

Provide opportunities for your client to use the words with

the sounds they've just learned into sentences that they make up.

THE TEACHING OF CONSONANT CLUSTERS

BLENDS AND DIGRAPHS

Consonant clusters are combinations of two (or more) consonants. When two consonants combine to form one single sound which is unlike either consonant sound, the result is a digraph. For example, the sound of sh in ship is not like the sound of s in sip or h in hip, but is a completely different sound.

When two or three consonants combine, but each consonant retains its own sound, the result is a blend. For example, the sound of tr in trap is like the t in tap and the r in rap, and is a blending or combining of the two sounds. It is important that your client knows that the letters are never separated in words.

METHOD:

Consonant clusters may be easily taught as the client learns the consonant sounds making up the cluster. For example, once he/she learns s and t, he/she can learn st. In general, follow the same procedure outlined for teaching consonants when you teach consonant clusters. Merely substitute the blend or digraph for the consonat. Teach digraphs before blends.

SILENT LETTERS

Many consonat clusters contain letters that are not pronounced, or are silent. Words with silent letters generally must be learned as sight words with peculiar spellings: light,

calf, island. Teach these unusual combinations only as you come upon them.

Some charts with initial and final blends and digraphs can be found in the tall file, drawer four (4), located in Nancy's office.

VOWEL SOUNDS

VOWEL SOUNDS

INTRODUCTION:

Although there are five vowels (a, e, i, o, u) in our alphabet, these five vowels have 18 different sounds. And if that isn't confusing enough, the letter y, which is usually a consonant, can sometimes be a vowel, too. This section will give you some ideas for teaching the short and long sounds of each vowel.

Remember - vowel sounds are difficult for most adult readers to learn. Take your time. Make sure the client masters one vowel sound before you go on to another one. At first, teach the most commonly heard sound for each vowel. Words which contain unusual vowel sounds can be taught first as sight words.

GENERAL TEACHING TIPS

Because vowel sounds are hard to learn, you will probably have to experiment until you find the best way to teach your client. Here are a few teaching tips to keep in mind:

1. To help your client learn the short "a" vowel sound, read a sentence like: An apple is in the attic.

2. Ask him/her which words begin with the same sound. Write these words in isolation beneath the sentence.

3. Ask the client which words in the sentence begin with the same letters. Write "a" beneath each word in isolation.

4. Ask the client to think of some other words that begin with the same letter as an, apple, and attic. Write them on a new sheet of paper.

5. Elicit a sentence from the client using one or more of these words in the same sentence. Write the sentence on the same paper and ask him/her to read the sentence.

To provide a concrete method of teaching short vowels, provide a picture representing the word presented. Long

vowels may be easier for your client to understand if you tell him/her the long "a" sound is the same as the name of the letter "a". Teach long vowels in the same way as the example given for the short vowel "a".

After working with either short or long vowels, it is a good idea to have your client put these words he/she used in a sentence. Checking for meaning of a word is extremely important. This is one of the first steps when helping a person comprehend what he/she reads.

In the past there have been many rules that supposedly should be learned by those who are learning phonetics as an aid to word attack skills. Some patterns that appear to be worthwhile teaching are as follows:

1. VC pattern - a single vowel letter followed by a consonant letter usually represents a short vowel sound. Examples: in, on (When a consonant is in front of the vowel (CVC), you can also use this same rule. Examples: hat, can)

2. CV pattern - a consonant letter followed by a single vowel usually represents a long vowel sound. Examples: go, he.

3. VV pattern- two vowels together usually represents the long vowel sound and the second letter is usually silent. Examples: rain, neat

4. VCE (final e) pattern - when two vowel letters, one of which is a final e, the first vowel letter usually represents a long vowel sound and the final e is silent. Examples: kite, vote.

5. "c" rule - when c comes just before a, o, or u, it usually has a hard sound. Examples: cut, cat. Otherwise, it usually has a soft sound. Examples: cent, city.

6. "g" rule - when g comes at the end of words or just before a,o, or u, it usually has a hard sound. Examples: go, game. Otherwise it usually has a soft sound. Examples: gym, giant.

7. "r" rule - a r usually modifies the short or long vowel sound of the preceding vowel letter. Examples: girl, fur, her.

A word of caution, these patterns should be taught as statements of probability, not as statements of fact. They also should be taught either as a whole word or as a word part or syllable.

SYLLABLES

An adult should be taught how to identify syllables in a printed word when he/she encounters a word of two or more syllables that he/she cannot automatically decode. Using the rules for teaching phonetics on the preceding page will help the person with the pronunciation of each part of the unknown word. If the word once pronounced is not part of the person's aural/oral vocabulary the client will treat it as a unique unknown word. Show him/her how he/she can establish its possible pronunciation and its possible meaning from the surrounding context. Then if he/she is still unable to interpret meaning of the word, have he/she refer to the dictionary.

Some rules regarding syllable generalizations are:

1) Every syllable has a vowel sound. A person needs to be able to distinguish between vowel sounds before going on to the rest of the generalizations.

2) Usually divide syllables between double consonants.

3) Cle, ble, dle, kle are usually separate syllables.

4) When there is one consonant between 2 vowels, the consonant usually goes with the second syllable. E.g. **pa** per

5) All prefixes and suffixes are separate syllables.

CONTEXT CLUES

INTRODUCTION: CONTEXT

Teaching your client how to read using context will be very valuable to him/her. Using context clues is of equal importance and should be taught in conjunction with phonics. Teach your client to read the rest of the sentence to try to gather any clues to help him/her with the unknown word. Then if he/she still does not know the word, then and only then resort to phonics for additional assistance. Some patterns to use when teaching context are shown in the following drills.

1) She _____ the red pony. (he/she can pick any word that makes sense in the sentence)

2) She _____ the red pony. rode kicked fed gave (Multiple choice words that will make sense)

3) She _____ the red pony. rid rode rod ride (Discrimination of the right word that makes sense)

4) She r_____ the red pony. (If the client has problems with the right word, provide a beginning letter)

5) She r__d__ the red pony. (He/she has four clues now - 1. starts with r, 2. has a "d" in the medial position, 3. has four letters, and 4. it is a certain spelling pattern.)

Always teach your client clues to use when learning words through context. Other ways to do this are: double-comma clues, definition clues, mood clues, building-block clues, and interpreter clues. Examples of these clues to teach are:

Double-comma clues

E.g. The crater, a hole in the ground, was made by the explosion of a bomb.

Definition clues

E.g. A surgeon, is a physician who specializes in surgery.

Mood clues

E.g. The day was bright. The sun shone through the clouds. I was feeling very good.

Building-block clues

E.g. Words built by adding suffixes and other word parts to an original word.
He unwillingly left the dance.
(willing) + (un) + (ly)

Interpreter clues

E.g. She spoke so clearly her French was fluent.
Fluent means effortlessly smooth.

WORD FAMILIES

WORDS HAVE FAMILIES

INTRODUCTION:

Word families are groups of words that have similar spellings and pronunciations. All members of a single word family rhyme. The ending letters - vowel(s) plus consonant(s) - retain the same spelling and pronunciation. The beginning consonant(s) changes. Word families are valuable tools through which many reading skills can be taught. You can begin using word families after your client has learned the sounds of the consonant letters.

TEACHING WORD FAMILIES

MATERIALS NEEDED:

1. Pencil, pen, or magic marker.
2. Pieces of paper, cardboard, or 3" x 5" index cards.
3. Word-family index provided in this packet will be helpful.

METHOD:

1. Select a simple one-syllable word from your client's sight-word vocabulary: man, for example. It is important that he/she learn one word in the word family as a sight word.

2. Print an in the upper left-hand corner of a card, and the letter m in the upper right-hand corner of another card.

3. Place the two cards side-by-side to make the word man.

4. Ask your client to read the word.

5. Print a c in the upper right-hand corner of another card, and place it so that the c covers the m to make the word can.

6. If can is not one of your client's sight words, tell him/her that c-a-n spells can. If he/she already knows

the word, simply have him/her read it.

7. Print an f in the upper right-hand corner of another card, and place it over the c to make fan. Have your client read the new word, or tell him/her what it is.

8. Tell your client that these words rhyme. Ask him/her if he/she can tell you another word that rhymes with man. If he/she were to say tan, you would print a t on a card and place it beside an to make the word tan.

9. Print these four words on a card in vertical order, like this:

man
can
fan
tan

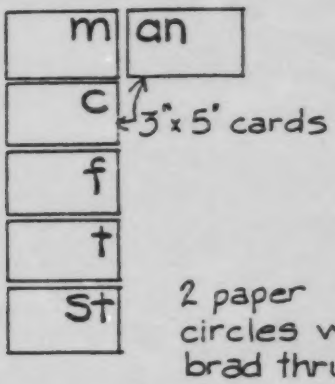
10. Have your client tell you what is the same (alike) and what is different in these four words. (He/she should answer that the an is the same and the m, c, f, and t are different.)

11. Emphasize that the an is what remains the same. Tell him/her that these four words belong to the an family, and that an is the word-family root.

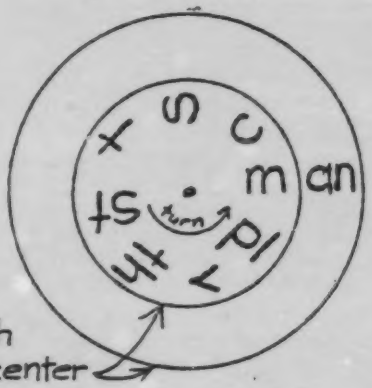
12. As new words in the -an word family appear in your client's reading lessons, or as you gradually introduce them, add the beginning consonant letters to the card set. For than add th, and for Stan add St capitalizing the s.

13. Make a card set, word family wheel, or word strip for each new word family you introduce. As the client reads through each word have him/her use it in a sentence. This will be a good way to see if he/she understands the meaning of the word.

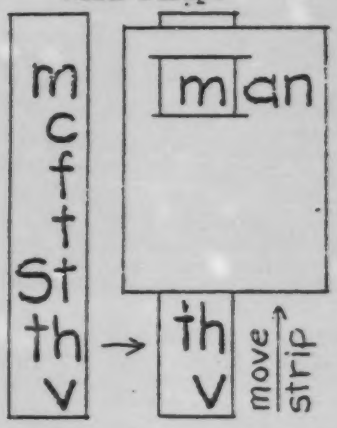
Word Family Card Set:



Word Family Wheel:



Word Strip:



VARIATION ON METHOD:

1. Select an important coping-skills word from your client's everyday surroundings.

2. Print the word in all small (lower case) letters on a word card and teach it to your client as a sight word.

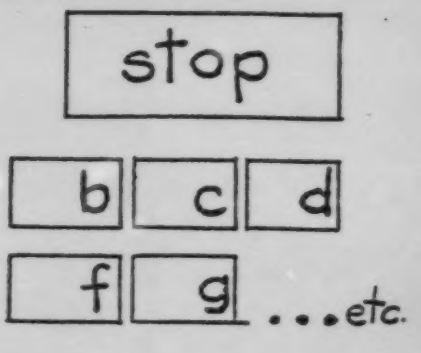
3. Go through the alphabet and print each consonant letter near the right-hand edge of a card, one letter per card.

4. Place each consonant letter (that will make an actual word) so that it replaces the beginning consonant(s) in the original word. You can use this method with words in newspapers and magazines as they appear, without rewriting them.

5. Make a "fun" activity: see how many words you can make from the original word. If your client is learning consonant clusters, use the appropriate cluster to make additional words.

6. Discuss the meaning of each new word you make. Write down each new word in a sentence, and have your client find it in the sentence.

- EXAMPLE -



THINGS TO LOOK OUT FOR

Begin making word families after your client has learned a sight word and the sounds of the consonants. Each time you use a new word family to teach a skill, begin with a word in that family that your client has learned as a sight word.

Sometimes when you are making word families, actual words will begin to look like nonsense and non-words will begin to look like words. This happens when you are trying to make too many words in that family. Choose only four or five words in a single family. If you are in doubt about the spelling or meaning of any word, look it up in the dictionary.

Do not overwork word families! Your client needs to read for meaning. This means he/she must read full sentences that make sense. Use word families as a tool to teach a specific skill or as an extra activity to emphasize skills you are teaching.

TEACHING SPECIFIC SKILLS THROUGH WORD FAMILIES

1. Recognizing Likenesses and Differences in Words. This is not something that your client can automatically do, but is a skill that must be taught to him/her. By following the methods for making word families, your client should begin to learn how some parts of words change and some remain the same. He/she should also learn that identical parts of different words are pronounced the same.
2. Reinforcing Consonant Sounds. Once your client has learned the sounds of the consonant letters at the beginning of words, reinforce these sounds by using word families to compare the differences in sounds. As an example you could use the -at word family; b-a-t is bat and begins with the "b" sound, but p-a-t is pat and begins with the "p" sound. Developing word families will also reinforce consonant sounds at the end of words. Tell your client to notice how the four words, bat, pat, fat, and hat, end with the sound of the letter t.
3. Reinforcing Consonant Clusters. Reinforce sounds of consonant clusters in a manner similar to reinforcing consonant sounds. Use the example above and substitute the appropriate cluster: c-o-p is cop, but c-h-o-p is chop. C-h-o-p is chop, but s-h-o-p is shop. Use word families to teach consonant clusters at the end of words.

Refer to the word family index; for example find the -itch, -inch, and -utch word families for the final ch.

4. Vowel Sounds. Refer to the section on vowel sounds.

5. Context Clues. Use word families to aid word recognition within context.

a. If your client cannot recognize one or two words within a sentence, print the whole sentence on a card, and underline the unknown word.	There is a stable in the park.
b. Tell your client what the unknown word means, and give him/her a word that rhymes with it.	It is a place where horses are kept. It rhymes with table.
c. Provide other words if your client cannot yet make the association.	Mable gable
d. Help him/her put the appropriate combinations of sounds together.	Take able and put an st in front of it.

6. Breaking Words into Parts. The first part of breaking up words mainly involves listening to words as they are spoken. Your client can learn this concept while he/she is learning sight words. One pronounceable word part is one mouthful of word. You can keep time while you speak, each word is one beat. A word with one beat is a word with one part; a word with two beats is a word with two parts.

Tell your client: "When you eat a meal, you eat one mouthful of food at a time. When you speak words, you say one mouthful of word at a time -- each mouthful is one part. You can beat a drum, keep time, when you talk. Each drum beat is one word part." Use a sentence, keeping time as you say it. Take the words, one-by-one, and say them

keeping time as you speak, determine how many word parts, beats, are in each word. Allow your client to practice this. It, me, eye are examples of one-part words; chicken and sometime are two-part words; yesterday and wonderful are three-part words; ability and television, four-part; imagination and congratulations are five-part words.

You can use word families to help your client break large words into parts in order to pronouce them. One of the most important skills your client will learn through word families is to pronounce word parts (parts that do not make actual words, yet are pronounceable). This is more difficult for a beginning reader than is realized.

METHOD:	EXAMPLE:
A. If your client comes across a word of more than one part he/she cannot pronounce, print it on a card.	varnish -ar-ish
B. Locate the word families within this word, and write them under it	bar fish car dish far wish
C. Select some familiar words from those families, and print them also below.	v+ar&n+ish var nish
D. Your client should now be able to pronounce the new word. If not, help him/her further: tell him/her to put v in front of ar to make var, and to put n in front of ish to make nish.	varnish tarnish garnish
E. Now a new word family can be developed from the word.	

WORD FAMILY INDEX

-ab
cab
dab
Fab
gab
jab
lab
nab
tab
blab
crab
drab
flab
grab
scab
slab
stab

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mace
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brace
grace
place
space
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Jack
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Mack
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track
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swish
squish

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disk
risk
brisk
frisk

-ool	-oot	-ore	-ose	wrote	-our	love
cool	boot	ore	hose	vote	our	glove
drool	coot	bore	nose	quote	hour	shove
fool	hoot	core	pose		sour	#
pool	loot	fore	rose	-ouch	flour	move
tool	root	gore	chose	ouch	scour	prove
spool	toot	lore	close	couch	#	
stool	scoot	more	those	pouch	four	-ow
#	shoot	pore	#	vouch	pour	bow*
wool	#	sore	lose	crouch	#	low
	foot	tore			tour	row
-oom	soot	wore	-oss	-oud	your	sow
boom		chore	boss	loud		tow
doom	-ooth	score	toss	cloud	-ouse	blow
loom	booth	shore	loss	proud	douse	crow
room	tooth	snore	moss	shroud	house	flow
zoom	smooth	store	Ross		louse	glow
bloom	soothe	swore	cross	-ough	mouse	grow
broom			floss	bough	souse	slow
gloom	-op	-ork	gloss	#	grouse	show
groom	bop	cork		cough	spouse	snow
	cop	fork	-ost	#	blouse	stow
-oon	hop	pork	lost	rough		throw
boon	mop	York	#	tough	-out	#
coon	pop	stork	host	slough	out	bow*
goon	top	#	most	#	bout	cow
loon	sop	work	post	though	gout	how
moon	chop			#	lout	now
noon	clop	-orm	-ot	through	pout	chow
soon	drop	form	cot		rout	brow
croon	flop	norm	dot	-ought	flout	pow
spoon	plop	storm	got	ought	grout	plow
swoon	shop		hot	bought	scout	
	slop	-orn	lot	fought	shout	-owl
-oop	stop	born	not	sought	snout	owl
coop	prop	corn	pot	brought	spout	cowl
hoop*		horn	jot	thought	stout	fowl
loop	-ope	morn	rot	#	sprout	howl
droop	cope	torn	sot	drought	trout	jowl
scoop	dope	worn	tot			yowl
snoop	hope		blot	-ould	-outh	scowl
stoop	mope	-ort	clot	could	mouth	
swoop	pope	fort	plot	would	south	-own
troop	rope	sort	shot	should		own
	scope	tort	slot		-ove	sown
-oose	slope		spot	-ound	cove	blown
loose	grope	-orth	trot	bound	dove*	flown
moose		forth	knot	found	rove	grown
noose	-or	north		hound	wove	shown
goose	or	#	-ote	mound	clove	#
	for	worth	dote	pound	drove	down
-oost	nor		note	round	grove	gown
boost			rote	sound	stove	town
roost			tote	wound*	strove	brown
				ground	#	
					dove*	

COMPREHENSION

Introduction:

The magic goal of instructing someone to read is comprehension. To read without understanding makes reading become a useless activity.

All of us bring our life experiences and our listening and speaking vocabularies to the reading process. Many of the clients are lacking in this experiential background so it is necessary to provide needed information in some way to them so that what they read is meaningful to them.

One way to help your client better understand what he/she is reading is to use the Directed Reading Activity (DRA). This is a method providing the client an active role in the reading process.

Another method to help your client understand the material he/she reads is the SQ3R method. This technique should be shown and practiced by your client many times. Only then will the client feel comfortable with it. The client's comprehension of reading materials and ability to apply this new idea will increase dramatically. Once the client gets into the habit of setting a purpose for his/her reading, remembering what is read will become much easier. This skill cannot be overemphasized. Always have your client set a purpose for their reading!

The following pages will provide you with outlines to use for the DRA method or the SQ3R method. Hopefully, both methods will assist your client with better comprehension of materials read.

SQ3R (A Study Technique)

SQ3R is a 5-step plan to aid you in learning to study independently and in a planned, skillful manner. The 5 steps of SQ3R are as follows:

S - Survey
1. Read the title of the book or chapter. Note the author's name. Does it indicate what type of material you may be reading?
2. Study the table of contents. This will give you an outline of the whole book.
3. Read the introduction or preface. For whom is the book written?
4. Survey each of the chapters in the following way: read the title, the introductory statement, and all main headings in order. Study illustrations, and read the concluding statement or summary. Try to recall the outline of the chapter before going on to other chapters.
5. Glance through the glossary and appendixes to see what additional information is given.

Q - Question
1. Look at the first main heading. Ask yourself what it means.
2. Ask yourself questions that you think might be covered in the chapter. Think what you would like to know about the subject. (Use what, where, who, how, why)

R - Read
1. Read to find the answers to your questions.
2. Read additional references or bring up your questions in class that were not answered in the material.

R - Recite
1. Recite the answers to yourself to help you remember them. Do the answers make sense?
2. Try to answer in your own words.
3. Use your new information in a written assignment, in conversation, or in making something.

R - Review
1. Review the whole chapter in "survey" fashion, but fill in the details.
2. Reconstruct the outline in your mind or on paper.
3. Review a couple of days later or just before an exam.

The Directed Reading Activity

Since silent reading of a given piece of written material is necessarily a personal and private activity, any tutor influence in a client's silent reading must necessarily happen either before or after that silent reading. Some of the possible instructional activities which can be "directed" or "guided" by the tutor are briefly listed below for the purposes of discussion.

BEFORE READING
1. Establishing motivation
2. Building background
3. Introducing "new" words (pronunciation & meaning)
4. Previewing the material
5. Conjecturing about content
6. Providing purposes

SILENT READING

AFTER READING
1. Discussion
2. Questions
3. Selective re-reading
4. Skill work
5. Extension activities

LANGUAGE EXPERIENCE APPROACH

TEACHING ADULTS TO READ USING LANGUAGE EXPERIENCE

INTRODUCTION:

The Language Experience Approach is a method of teaching a person to read his or her own spoken words. You do not have to be a professional teacher to help a person learn to read using this method. The philosophy of the Language Experience Approach is expressed in the following statements:

WHAT A PERSON THINKS CAN BE SPOKEN

WHAT IS SPOKEN CAN BE WRITTEN

WHAT IS WRITTEN CAN BE READ

Since the reading materials are stories based on the adult learner's own experiences, you avoid using materials meant for children which may not be interesting with adults. You also avoid the problem of reading material having words that the client does not understand. These stories created by you and your client become resources for future reading lessons. Finally, one of the best reasons for using the Language Experience Approach is that the method permits the adult who has never read before to have early if not immediate success with reading.

TEACHING THE LANGUAGE EXPERIENCE APPROACH

You will need the following materials:

1. Pencil and paper - for adults learning the differences between letters, you may wish to use lined paper with large spaces. For those who have mastered the differences between letters you can use regular notebook paper.

2. 3" x 5" notecards - these can be bought anywhere school supplies are sold. You can also make your own word cards from heavy paper of cardboard.

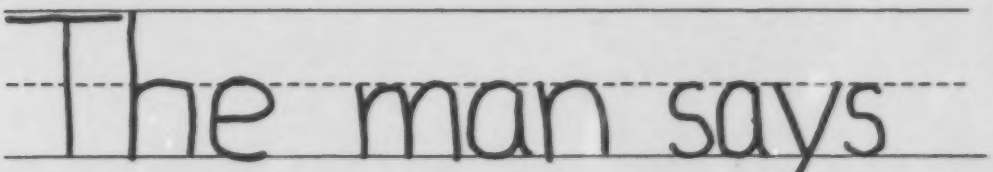
3. Storage folder - the type which have pockets are useful for keeping stories and word cards organized for futute lessons.

Once you have these materials, you can begin teaching by following these steps:

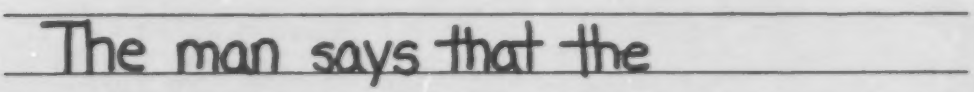
1. Client chooses the subject - experience stories should be about something that interests your adult client. If your client cannot come up with any ideas for a story, you might suggest the story be about his/her job, family, hobbies, news events, church or club activities, or any other subject that might be interesting. Another way to get your client to tell a story is for you to begin telling or reading a story and let your client finish. You can also use pictures and a series of pictures and have your client describe the scene.

2. Tutor writes story word-for-word - exactly as the client tells the story. One of the things you are trying to do with the Language Experience Approach is teach the person to read and write the language that he/she is most familiar with. As the learner begins to master reading skills you might choose to teach proper grammar. "Standard English" may be taught, but should only be introduced after the client has mastered most of the basic reading skills. The unfamiliarity of "standard English" should not be another obstacle to the learner during the crucial period of basic skills development.

3. Tutor "prints" story for client - after the client has told the story in his/her own words, you need to print a copy for the client. This is a point at which you need to make a decision on the size of print to teach your client. A person who cannot read at all might require print as large as:



While a person who has some reading skills (for example, has a good knowledge of the upper and lower case letters), might do well with letters like this:



Many tutors have had a great deal of success typing the language experience stories. If you choose to type a copy of your client's story, leave two spaces between the words and double-space the lines at least for the first few stories.

Learning "print" (also called manuscript writing) should be mastered before learning "handwriting" (or script). Print is used in practical situations far more often than script. Make your own observation of the real-world uses of written material and notice the greater use of print. Script writing like standard English is very important and can be taught later in the student's learning experience.

4. Length of story will vary - according to your client's special needs. Learners who know very few basic sight words or have a very short attention span should use shorter stories (3 to 5 sentences depending on how long your clients' sentences are). Clients with more advanced skills can deal with increasingly longer stories (even up to several pages).

5. Tutor reads story to client - pointing to each word as you read it. This is done to reinforce the connection between spoken words and printed words. As your client learns that every spoken word can be represented by a written word, you may wish to omit this step. Then, read the story to your client in a more natural way, without any pointing or other unnatural interruptions. You will be serving as a reading model for your client.

6. Client read his/her story - help your client as often as needed until he/she can read the story through at least one time without your help. During this time, you can make notes about your client's trouble spots and teach these as suggested in other sections.

7. Print vocabulary words on cards - these words taken from your client's language experience stories become his/her first sight word vocabulary. In deciding which words (about 5 or 6 per lesson in the beginning) should be chosen from the story there are a few "rules of thumb" to follow:

   - Basic Sight Words or the words most frequently used in print (ex: the, of, and, to, a, in, that, is) should be taught first.

   - Adult Need-to-Know Words - are words that are often seen in real-life, practical situations. Words like address, application, bus stop, caution, dynamite, do not enter, exit only, telephone, and hospital, can be found following the section on Teaching Sight Words. Words like these that appear in the story are useful to your client.

- Special Client Interest - if your client has a special interest (for example an interest in welding as an occupation) you can take words from the stories that will help your client more easily progress to higher level materials in that particular area.

VARIATION ON METHOD:

When using the Language Experience Approach the computer can be used instead of writing the client's story out by hand. There is a diskette available that will allow you to type the client's story as he/she tells it to you and two print outs can be made right away - one for you and one for your client. Directions for using the Bank Street Writer Diskette are included in the computer section of this manual. Overlook the technicality of both and try one of them. To use the computer, sign up for the time you want so you'll be sure it will be available. The sign up sheet is posted each week. One-half hour segments are preferred so everyone will have an opportunity to use the computer if they desire.

COMPUTER

The computer is available for you and your client's use. Tutor training classes will be provided for those unfamiliar with using the computer.

To turn the computer on, turn the switch on the wall which has an arrow above it. This turns on the computer and the printer. When you want to turn the computer off, turn the switch on the wall off. DO NOT USE ANY OTHER SWITCH TO TURN COMPUTER ON AND OFF! Thank you.

To get the best performance from your diskettes:

A. Whenever handling your diskettes, don't ever touch the the diskette recording surface. Handle your diskettes only on the jacket area.

B. After you finish using a diskette, do put it back in its protective envelope immediately. If you leave a disk exposed, dust, debris, cigarette smoke, and other environmental hazards will quickly cause damage to your data.

C. Don't ever fold, bend, or crease your diskettes. Handle your diskette carefully, so that it will always be in good shape to make contact with the read/write head properly.

D. Don't use erasers on the diskette ID label. You could get debris in the diskette, and that's a lot worse than having a messy ID label.

E. Do gently load your diskette in your drive unit. If you don't, it may bend or center improperly. That causes the diskette to rotate, missing data.

F. When opening the door of the disk drive to insert the diskette, handle the door gently, open carefully and close. Don't let the door snap open.

There are many programs available for you and your client to use at the Reading-Learning Center. Those available are:

Teacher Utilities Vol. 1 - This program is used to make posters, block letters, crossword puzzles, and word finds. It will also generate tests and test questions.

School Utilities Vol. 2 - This program can be used to determine the readability of a given text.

English Vol. 1 - This program can be used for exercises in the various parts of speech. Grade levels: 2 and up

Elementary Vol. 4 - This program is a science oriented comprehension-problem solving disk. Programs such as Odell Lake and Odell Woods are good for grade levels three and up.

Elementary Vol. 6 - This program consists of the following comprehension-problem solving programs: FURS, OREGON, VOYAGEUR, NOMAD, AND SUMERIA. These programs are very good, but require at least fifteen minutes of computer time to complete. NOMAD is the easiest program and is on the third grade level. SUMERIA is the most difficult program, and would be recommended for at least a junior high student. The other programs are recommended for grades 4-6.

Elementary Vol. 7 - This program contains programs dealing with such things as beginning sounds, counting, and letter sequencing. This program provides descriptions of all the programs. The programs on this disk are recommended for levels K-2.

Elementary Vol. 11 - Phonet is a program that deals with the various phonic skills. The programs on this disk are recommended for grades one and up.

Elementary Vol. 12 - SIMS uses vocabulary words for games such as HANGMAN, SCRAMBLE, and SPELL. You may use the vocabulary in the computer or you may put your own words in and use them.

Cloze - This program consists of two programs that use cloze procedures. The programs are recommended for levels two and up.

Spelling Vol. 1-2 - These programs use spelling words in context. The user picks the correct spelling word from the three choices. Recommended grade levels: 2 and up.

Flash Spelling Vol. 5-6 - These programs flash the spelling word for the user and then the user must spell the word correctly.

Bank Street Writer - This program lets the user type in any kind of text. This text can be saved, edited, deleted, and/or printed. Recommended for any age level. Good for language experience.

Road Trip - This program simulates a road trip. Good graphics - very realistic. Recommended for levels four and up. Requires at least fifteen minutes of computer time to complete.

Word Maze Vol. 1-3 - These programs help the user create word mazes that can be printed out. You may use the vocabulary in the computer or use your own.

Language Arts Vol. 1 - This program lets the user incorporate their own vocabulary words in such games as HANGMAN and SCRAMBLE. In order to use this disk the user must first insert the DOS system master into the disk drive and "boot" it up (PR#6). Then the user should take the DOS system master out of the disk drive and insert the Language Arts disk and type RUN HELLO. The reason for the above is because the Language Arts program is written in Integer Basic instead of Applesoft Basic and you must "load" the Integer into the computer in order to get it to run the disk.

Reading Comprehension - Unusual Animals - This program gives the user various animal stories and asks different kinds of comprehension questions after each story. This program would be appropriate for levels three and up.

Reading Comprehension - Unusual Happenings - This program gives the user various stories about unusual happenings and then asks the user different kinds of comprehension questions. This program would be appropriate for levels three and up.

Reading Comprehension - Literal Comprehension - This program includes human interest articles that have appeared in national newspapers and have been rewritten at a difficulty level of 3.0-4.0. The sentences facilitate literal comprehension and the vocabulary has been controlled to aid decoding.

Reading Comprehension - Critical Thinking - Stories derived from human interest stories written at a difficulty level of 3.0-4.0. The clients make judgments and evaluations about what is read requiring critical thinking skills.

Fry Instant Words Program - A computer-assisted drill program designed to teach sight identification of the 300 high-frequency words that make up 65% of all written language.

On the following pages are the instructions for using the Bank Street Writer and the Fry Instant Words Programs. It would be advantageous for you to become familiar with both of these programs. The Bank Street Writer will assist you and your client when using the Language Experience Approach, and the Fry Instant Words Program is intended to assist a person with mastery of sight words.

BANK STREET WRITER

(Condensed from Scholastic: The Bank Street Writer)
by LaVonne Mann

Bank Street Writer, sometimes referred to as a word processing program, is an introductory text editing program. It makes it easier to type, revise, store, retrieve and print text. What you type appears on the screen rather than on paper. Because it is also placed in the computer's memory, you can move through it to read what you have written, make corrections or add new material. To make a permanent file, you must save it to a disk or make a printout.

The Bank Street Writer has three operating modes:

WRITE MODE - to enter or correct text

EDIT MODE - to change or move text

TRANSFER MODE - to do something with the text
(save, retrieve or print a copy)

AFTER WRITER IS LOADED, REMOVE THE DISK.
(On the Apple IIe, you will need to press RETURN at the prompt and then wait for the program to be loaded.)

Using the WRITE MODE

1. Read the highlighted words above the box. When you see ENTER TEXT or WRITE OR CORRECT, just start typing. (If you do not see ENTER TEXT, etc., press ESC until you do.)

2. This is much like typing on a typewriter except:
   When you type a lot of text, do not press RETURN at the end of each line as the Writer adjusts the text automatically.
   Use the RETURN key only to end a paragraph or to skip a line.

3. To capitalize letters:
   Apple IIe - Make sure the caps lock is up and use the shift key as usual.
   Apple II+ - Hold down SHIFT, PRESS N, then release both keys. Type the letter you want to capitalize. Subsequent letters automatically revert to lower case.
   To lock your text in upper case letters:
   Hold down SHIFT, PRESS N TWICE. When you release those keys, all the letters will be in capitals.
   To move back into lower case letters:
   Press SHIFT and N, then release the keys.
   (Note: The prompts at the top of the screen will help you remember)

4. Deleting characters you have just typed:
   If you press the left arrow key, you delete one character at a time. You may retype if you like.

5. To indent:
   Hold down CTRL key and PRESS I.

6. To center a line of text:
   Hold down CTRL key and press C.

7. When the box is filled, the text will move up to make room for more text. Even though it disappeared, it is not erased from memory. You can move it back with the cursor keys.

Using the EDIT MODE

When you reread your text, you may want to make changes. You use EDIT MODE to delete text, make corrections, or move text from one place to another.

1. To move back and forth between WRITE MODE and EDIT MODE, press ESC. You can do three things in EDIT MODE:
   - You can press ESC to go back to WRITE MODE.
   - You can press the cursor movement keys to move the cursor where you want it in the text.
   - You can choose any of the seven options listed in the menu at the top of the screen: ERASE, UNERASE, MOVE, MOVEBACK, FIND, REPLACE, and TRANSFER MENU. (To choose one of these, on the Apple II+ use the arrow keys to move the highlighter horizontally, the space bar to move vertically. On the Apple IIe, use the Apple symbols to move horizontally and the space bar to move vertically.) After you highlight your choice, press RETURN. The screen will show you a series of instructions to follow.

2. Moving the cursor keys: Note the arrow keys in the upper right hand corner. You can move the cursor whenever these arrows appear by using the keys indicated.
   When you are in EDIT MODE, many of the computer keys are inoperative. When the arrow emblems appear in the upper right hand corner, the cursor keys are operative. These keys are used in the EDIT MODE. They cannot be used in the WRITE MODE. The movement of these keys is as follows:

   Apple IIe - Arrow up: moves the cursor up one line
   Arrow down: moves the cursor down one line
   Left arrow: moves the cursor left one space
   Right arrow: moves the cursor right one space

   Apple II+ - I: moves the cursor up one line
   M: moves the cursor down one line
   J: moves the cursor left one space
   K: moves the cursor right one space

On all Apples: B: moves the cursor to beginning of text
E: moves the cursor to end of text
U: moves the cursor up 12 lines
D: moves the cursor down 12 lines

3. Additions/Insertions
Use cursor key to place the cursor at the spot where you want to make your insertion. For example, to change the word 'male' to 'female', put the cursor under the 'm' in male.
Press ESC to get back into WRITE MODE.
Type what you want to insert and the original text will automatically make space.

4. Corrections
Use cursor key to place the cursor where you want to make the correction.
Press ESC to get back into WRITE MODE.
Delete what you want of the old text by pressing the left or right arrow key. Type the necessary correction.

5. Erase and Unerase
Highlight ERASE on the EDIT menu and press RETURN.
Carefully follow the prompts on the screen.
If you decide you erased too much, highlight UNERASE and press RETURN.
Again follow the prompts carefully. This will replace the text you just erased.
(For UNERASE to work, it must be used right after you ERASE text, before you do anything else.)

6. Move and Moveback
Highlight MOVE on the EDIT menu and press RETURN.
Carefully follow the prompts on the screen.
You can move text back where it was by using the MOVEBACK command. Highlight MOVEBACK and press RETURN.
Carefully follow the prompts on the screen.
(For MOVEBACK to work, it must be used right after MOVE text, before you do anything else.)

7. Find and Replace:
Sometimes you want to locate something specific in your text. You can use FIND to do this.
Highlight FIND on the EDIT menu and press RETURN.
Carefully follow the prompts on the screen.

With REPLACE, you can change words that occur at several places in your text. REPLACE finds each occurrence of particular text and changes it to a new text that you supply.
Highlight REPLACE on the EDIT menu and press RETURN.
Again carefully follow the screen prompts.

Using the TRANSFER MODE

When you highlight TRANSFER MODE from the EDIT menu and press RETURN, you go to the TRANSFER menu. You can select any of the nine operations listed in the menu at the top of the screen: RETRIEVE, SAVE, INIT, DELETE, RENAME, PRINT-DRAFT, PRINT-FINAL, QUIT, CLEAR. (To choose one of these, highlight a choice as you did in EDIT MODE and press RETURN.)

1. Init
   To initialize a disk, highlight INIT on the menu, press RETURN, read and follow the prompts at the top of the screen carefully.

2. Save
   SAVE is the process of transferring a copy of the data to your own disk for storage. Be sure that the Bank Street Writer disk has been replaced by an initialized disk. Highlight SAVE on the TRANSFER menu, and press RETURN. Then read and follow the prompts at the top of the screen carefully.
   (It is recommended that you should also have a copy of your work on a backup disk.)

3. Retrieve
   When you want to look back at text you have saved, use RETRIEVE to copy the file contents from the disk into the computer memory.
   First make sure Bank Street Writer is loaded into the computer and the Writer disk is replaced with your data disk. Then press ESC to go to the EDIT menu. Highlight TRANSFER MENU and press RETURN. Highlight RETRIEVE and press RETURN again. Carefully read and follow the prompts. (If you cannot remember the file name, ask for a catalog.) Press RETURN and the file is loaded. You can then edit it any way you want. If you make any changes in your text, remember to SAVE that revised text if you want to keep it.

4. Rename
   If you want to change the name of a file saved on a disk, highlight RENAME on the TRANSFER menu. Then read and follow the prompts at the top of the screen carefully.

5. Clear and Delete:
   At times you may have saved text to a disk and want to begin something new. First, you will need to clear the memory or it may be included as part of your new work. Highlight CLEAR on the TRANSFER menu and press RETURN. Read and follow the prompts at the top of the screen carefully. (Be careful when using CLEAR. If you CLEAR before saving it to a disk, you'll lose all YOUR TEXT.)

While CLEAR affects what is in the computer's memory, DELETE affects the disk. DELETE is used to remove a file no longer wanted on the disk. Highlight DELETE on the TRANSFER menu and press RETURN. Read and follow the prompts carefully and your file will be deleted from the disk.
(Note: DELETE, CLEAR and ERASE perform very different operations. ERASE allows you to erase a portion of your text from the screen. CLEAR removes all of your text from the memory. DELETE removes an entire file from a disk.)

6. Quit
If you highlight QUIT on the TRANSFER menu and press RETURN, you leave Bank Street Writer. If you want to restart Writer, turn off your computer, place the Writer disk in the disk drive and turn the computer on again. If you quit or turn off the power without saving your text, YOU LOSE THAT TEXT.

INSTRUCTIONS FOR PRINTING

MATERIAL FROM BANK STREET WRITER

1. PUSH ESC KEY TO GET MENU
2. PUSH ONE OF THE ARROWS (←, →) UNTIL TRANSFER MENU IS HIGHLIGHTED
3. PUSH RETURN
4. PUSH ONE OF THE ARROWS (←, →) UNTIL PRINT-FINAL IS HIGHLIGHTED
5. PUSH RETURN
6. ANSWER QUESTIONS ASKED. IF YOU WANT THE SAME ANSWERS THAT APPEAR ON SCREEN JUST PUSH RETURN. IF NOT, TYPE IN INFORMATION YOU WANT.
7. READ THE COMPUTER SCREEN AND ANSWER QUESTIONS FOR THE PRINTING PROCEDURES.

ACTIVITIES TO USE FOR INSTRUCTION

Quick User's Guide
for Fry Instant Sight Words

1. Load Diskette. Instructions will appear on the screen. Pressing CTRL + SHIFT simultaneously then RESET at any time allows you to exit from or restart the program.

2. Enter the number of the word you wish to start with. You may enter at any word from 1 to 300.

3. Study the word that appears on the screen and press RETURN to begin the drill.

4. Each time the word is presented in the drill, it will be shown with letters missing. Fill in the missing letters. (Vanishing Letter Drill)

5. Any error in completing a word causes the drill for that word to restart immediately.

6. Any error also causes the word to recycle and be redrilled after four more words have been presented. (Redrill for Errors)

7. A post-test is administered after every set of 25 words. You will be tested on all 25 words, no matter where you started in the set. (Post-Test)

8. Each word on the test is quickly flashed on the screen. After each word has appeared, you must enter the complete word- Don't enter word until it has disappeared.

9. Your test score will be shown on the screen. If you get a perfect score, the computer will return to the program menu. You may begin another set or exit from the program.

10. If you made any errors on the test, a make-up lesson on those words is given immediately. This make-up lesson is a redrill of the words, using the Vanishing Letter Drill - see steps 4,5, and 6. (Make-up Lesson)

11. A new post-test is given for each word in the make-up lesson.

12. Your score for the post-test on the make-up lesson will be shown on the screen. A perfect score returns you to MENU.

13. If you have made any errors in the test for the make-up lesson, another make-up lesson will follow. This lesson is also followed by a post-test. This cycle continues until you earn a perfect score and return to the program menu.

Here are some additional activities to use in addition to the ones given:

SIGHT VOCABULARY

1. Assign points to words, more points for difficult words. Put the points on the back of word cards. Client draws 5 cards, receives points for those he/she knows. Draws 5 more, trying to increase the point total each time.

2. Use language experience stories as sight word sources.

3. Use pictures from magazines and catalogues to make sight word cards. Make sure your name for the object agrees with that of the client.

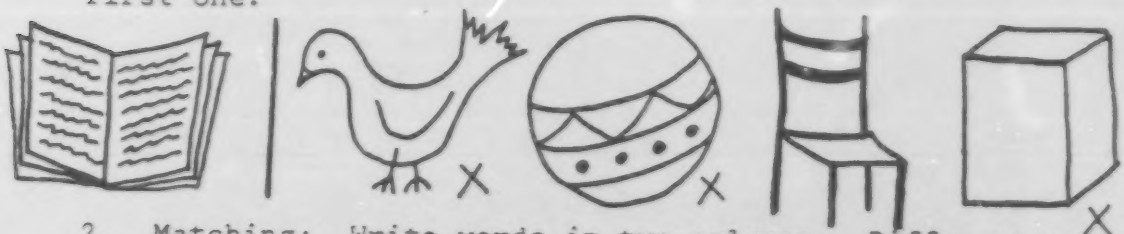
4. Arrange known sight words into sentences. (Make up a game using a point system.)

5. Teach your client the alphabet and how to print the letters in sequence. A practice sheet for capital and lower case letters is on page 28.

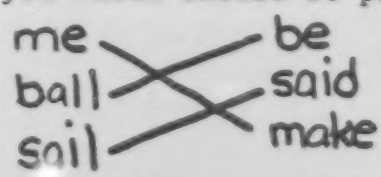
6. When using the Dolch Sight Words, use stories to provide practice with words in context.

WORD ATTACK

1. Picture-word association exercises: Cut out pictures of objects. (You and your client must agree as to what pictures represent - he/she may call a violin, a fiddle!) On the left side of a piece of paper, paste a picture whose name begins with the sound you are teaching. To the right, paste pictures of other objects with the same and different sounds. Draw a line to separate the two. The client points out or marks the pictures that begin with the same sound as the first one.



2. Matching: Write words in two columns. Different words should appear in each column, but the same sounds should be represented. Client draws a line between matching sounds, or tells you which should be paired.



3. Put a picture of a familiar object at the top of a card, printing its name underneath it. Under this, or to the side, write several other words, some of them beginning with the same sound as the pictured word. Client tells which begin with the same sound. (Here he/she has the letter and picture to use as clues.)

×be ×book dog
lake ×boy hat

4. On the left side of a page paste a picture of an object whose name begins with the sound you are teaching. To the right of the picture, print four words, at least two of which begin with the same sound as the pictured object. The client must associate the sound of the pictured object with the letters and sounds of the printed words, choosing those which begin with the same sound.

×baby ×bath my ×be

VOWEL SOUNDS

1. Make up sentences, containing the vowel sound you want your client to learn. Let him/her choose between two similar words: I (hop, hope) you will stay. On Monday I go (shopping, shipping).

2. After your client has learned the sounds of several long and short vowels, have him/her substitute a vowel in a word to make a new word: last (l_st); lane (l_ne); bag (b_g).

3. Have your client make a chart, once he/she has learned a vowel. On the left, he/she lists all words he/she can find in the newspaper ads, around the house, or can think of that have the short vowel sound. On the right, he/she lists words with the long vowel sound:

ŭ	ū
bug spray	flute
rug	tuba
tub	juice

CONTEXT CLUES

A. Show the client that it is possible to derive the meaning of words from their context. Show specific examples.

1. The rain will hinder the plans for a picnic.

2. He joined the layers together by laminating the plastic.

3. They received lots of money to fund the project.

4. Her dirty clothes were indecent at the party for the president.

B. Begin by constructing sentences or short paragraphs in which words are omitted that should be able to be determined by their context. In place of each key word insert an initial consonant and then x's for the rest of the letters in the words. See the example below.

When Tom ix in a hurry he always rxxx real fast.

When clients have become proficient at this, advance to the next step, which is to replace key words with x's for each letter.

When Tom xx in a hurry he always xxxx real fast.

After clients are able to get most of the words that were omitted by replacing the letters with x's, then simply leave blank lines to represent the entire words which have been omitted.

When Tom _ _ in a hurry he always _ _ _ _ real fast.

C. Make tape recordings in which key words are omitted. Give the client a copy of the script and have him/her fill in the blank spaces as the tape is played.

D. Have the client practice reading up to the unknown word, sounding at least the first sound, and then reading several words following the unknown word: "A father and his s_ _ played ball together. (son)" In this case the client should be able to say son if it is in his/her listening-speaking vocabulary. He/she should also realize that a son is a male descendant of a father.

E. Use pictures to illustrate certain words omitted from a tape-recorded story. Lay the pictures (approximately 10) in front of the client. As the recording is played, have the client pick up the picture that is appropriate to illustrate the missing words. Sound a bell for the missing word.

F. On the chalkboard, construct a paragraph omitting words unfamiliar to the client. Where the word is omitted, put a blank. Using index cards, write one of these words on each card. Put a piece of masking tape on the back of the card rolled in a way that allows the card to stick to the chalkboard. Stick each card sown one side of the board and have your client read the words. Then have your client read the sentences and stick the right word in the blank. This is an excellent way to demonstrate hard to learn words in the context of a sentence.

WORD FAMILIES

After word families are shown in isolation, present them within the context of a sentence to develop meaning for the words.

1. Becky and I will _____. play way day
2. Susan will get in the _____. jeep weep peep
3. I will help you find the _____. book look took
4. The doll is on the _____. fed bed red
5. Adam and Tom will get in the _____. car far tar
6. Your coat is in the _____. tall ball hall
7. The boy has a _____. get pet wet
8. Where did you _____? go no so
9. The water is too _____. cot hot got
10. Do you have a _____? win din pin

The underlined word in each sentence does not belong. Put a different letter at the beginning of that word so the sentence will make sense. Write the new letter in the blank.

1. The boy knows how to ride his <u>like</u>. (_ike)
2. Mother's car got a flat <u>hire</u> on the road. (_ire)

3. That birthday take was very good. (_ake)

4. Please ripe off the table. (_ipe)

5. A time is the same as ten pennies. (_ime)

6. We bought father a new lie. (_ie)

7. We must have walked a tile today. (_ile)

8. We cooked the meat over a hire. (_ire)

9. We love to play ball in the bark. (_ark)

10. Don't be fate! We must be on time. (_ate)

LANGUAGE EXPERIENCE

Besides teaching new vocabulary words, the language experience stories may be used to do the following:

- The client sees that English is read from left-to-right, helping to further develop the left-to-right orientation.
- Visual likeness and differences in words and letters can be taught.
- The upper and lower case letters can be taught.
- Simple capitalization and punctuation examples can be found in all the stories.
- You can teach your client to begin using context clues.

The following material contains examples of some functional material that should be incorporated within your lessons for your client. Usually the client will state some short term goal that he/she has. An example would be to read the newspaper. So as part of your lesson you would provide a certain amount of your time helping your client read the newspaper -- providing tasks to do using the newspaper to provide this practice for him/her.

INSTRUCTIONS: Type these tasks on separate cards or sheets of paper and have them returned at the next session with the finished work. Give only one out each session.

NEWSPAPER TASK CARDS

1. Choose ten words that you do not know from the newspaper. Write them in your best writing. Look them up in the dictionary. Write definitions.

2. Use the first three pages of the newspaper. Write the names of eight cities. Write a sentence about each one.

3. List 10 professions found in the newspaper. Write a sentence about each one.

4. Cut out 5 pictures of things that cause pollution. Write how to stop them.

5. Read three stories about transportation. Paste pictures on paper. Write a paragraph about your favorite kind.

6. Find a story about our state. Paste it on paper. Write a summary of it.

7. Look through Section A of the newspaper. Make a list of all the countries mentioned and write a sentence about each.

8. Find pictures of national leaders of the United States. Paste on paper. Write an explanation of each one's job.

9. Find stories of 3 European countries. Write a paragraph about each one.

10. Find stories about 3 accidents. Paste on paper. Write how each one could have been prevented.

11. Find an article on agriculture. Paste on paper. Write a paragraph on farm problems.

12. Cut out 4 cartoons. Write your own caption for each.

13. Cut out the picture of a person's face. Paste it on paper. What emotion is shown on this face? Why does the person feel this way?

14. Task for two people. Each cuts out 5 stories. Cut off headlines from stories. Match articles and headlines.

15. Classified ads. Find cars for sale. How many different kinds? Which kind would you buy and why?

16. Find 7 things you drink. Write them on your paper. Underline your favorites. Write about a time when you were so thirsty you could hardly stand it.

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17. List at least seven sports. Write a report on the most exciting sport you have ever seen.

18. Newspaper stories are about many different places. Name ten places stories were written and tell what continent they are located on.

19. FOOD ADVERTISEMENTS--Choose 4 items you want most to eat tonight. Write down the cost of your dinner.

20. Find a story about a hospital. What is the story about?

21. Find an article about a new building being built. Paste it on paper. Write a paragraph about its effect on the community.

22. Read stories about three different climates. Which is like yours? Describe the climate you would like to live in.

23. Find an article about a business promotion. Paste on paper. What qualifications were required for promotion?

24. Find 3 stories about schools. Paste on paper. Tell where each is located.

25. Find articles about 4 factories. Paste on paper. Write about products each produces.

26. Find 3 articles about South America. Paste on paper. What countries are they in?

27. Find plural words ending in s, es, and ies. Find 5 words that end with each. Write a sentence using each word.

28. Cut out an ad to buy something. Paste on paper. Circle all adjectives. What happens to an ad without adjectives?

29. Find a short article. Paste on paper. List all pronouns. Next to each write the noun it refers to.

30. Find as many rhyming words as you can. Write them down. Think up the third word to go with each and write it down.

31. Look at the women's section. Find 7 color words. Write or paste them on paper.

32. Find 10 action words in the sports section. Write a sentence using each one.

33. Suffix--Find 5 words with suffixes in the newspaper. Write a sentence using each one.

34. List 10 nouns on the front page of the newspaper. Write a sentence for each one.

35. VOWEL TIME AGAIN!!!! Find 10 words that have double vowels. Write on paper and use each in a sentence.

36. Section B--Find five words with -ed endings. Paste on paper. Use each word in a sentence.

37. Find 10 adverbs in the newspaper. List them on your paper and write a sentence using each.

You add a few more:

_____

_____

_____

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EMPLOYMENT APPLICATION

Date _____

PERSONAL

NAME: First	Middle	Last			Social Security No.	
ADDRESS: Street	City	State	Zip Code		AREA CODE TELEPHONE	
BIRTHDATE	AGE	HEIGHT	WEIGHT	MARITAL STATUS Single ☐	Married ☐ Date _____	Divorced ☐ Date _____
Seperated ☐ Date _____	Widowed ☐ Date _____					
NO. OF DEPENDENTS Adults _____ Children _____	AGES OF CHILDREN _____	IS SPOUSE EMPLOYED? YES ☐ NO ☐	By Whom?			
DO YOU LIVE WITH: Parents ☐ Relatives ☐	Friends ☐ Alone ☐	Wife or husband ☐	OWN A CAR? YES ☐ NO ☐	RIGHT HANDED ☐ LEFT HANDED ☐	WEAR GLASSES YES ☐ NO ☐	CITIZEN OF U.S. YES ☐ NO ☐
POSITION APPLIED FOR?	SALARY DESIRED?	DATE AVAILABLE	DO YOU PREFER FULL TIME ☐ PART TIME ☐	ANY LIMITATION ON HOURS OR DAYS YES ☐ NO ☐		

Former Addresses

NUMBER AND STREET	CITY	STATE	FROM: Month	FROM: Year	TO: Month	TO: Year

EDUCATION

SCHOOL	NAME	LOCATION	COMPLETED	GRADUATE	YEAR
Elementary			Circle 5 6 7 8	☐ Yes ☐ No	
High		VOID	1 2 3 4	☐ Yes ☐ No	
College			1 2 3 4	☐ Yes ☐ No	
Other (Specify)				☐ Yes ☐ No	

HEALTH

Are you willing to take a physical examination? YES _____ NO _____

Place a check mark in the "YES" column for each condition which you now have or have had.

If none, place a check mark in the "NO" column. (All conditions must be checked)

	Yes	No		Yes	No		Yes	No		Yes	No		Yes	No
Frequent headaches			Asthma			Nausea or Vomiting			Convulsions			Pain in joints		
Frequent colds			Tuberculosis			Hemorrhoids			Paralysis			Foot trouble		
Persistent cough			Heart trouble			Liver disease			Persistent fatigue			Rupture or Hernia		
Back injury			High blood pressure			Urinary difficulty			Anemia			Tumor		
Difficulty breathing			Swelling of ankles			Diabetes			Nervous condition			Gland trouble		
Chest pains			Abdominal pain			Dizzy spells			Backache			Skin rash		

For "YES" answers give information on present condition.

Have you been absent from work for three days or more because of sickness or injury during the past year? YES_____ NO_____

Have you ever received treatment for an alcohol or drug habit? YES_____ NO_____

Have you consulted or been treated by a physician or practitioner during the past 3 years? YES _____ NO _____

(If YES, give details)

Have Your Ever Filed A Claim For Workmans Compensation? YES ☐ NO ☐ (If yes give details)

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Start with your present or last employer. Omit Military Service History

BUSINESS EXPERIENCE

I Present or last employer _____ From _____ To _____

Address _____ Position _____

Duties _____ Supervisor's Name _____

Reason for Leaving _____ Salary: Starting _____ Leaving _____

II Previous employer _____ From _____ To _____

Address _____ Position _____

Duties _____ Supervisor's Name _____

Reason for Leaving _____ Salary: Starting _____ Leaving _____

III Next previous employer _____ From _____ To _____

Address _____ Position _____

Duties _____ Supervisor's Name _____

Reason for Leaving _____ Salary: Starting _____ Leaving _____

VOID

IV Next previous employer _____ From _____ To _____

Address _____ Position _____

Duties _____ Supervisor's Name _____

Reason for Leaving _____ Salary: Starting _____ Leaving _____

Have you ever worked for this company before ☐ Yes ☐ No If so, where _____

Have you ever been discharged from any position? ☐ Yes ☐ No If yes, give reason _____

Have you ever been refused a Fidelity Bond? ☐ Yes ☐ No If yes, give reason _____

Have you ever been convicted of a crime? ☐ Yes ☐ No If yes, give reason _____

MILITARY

PRESENT DRAFT STATUS	MEMBER OF ACTIVE RESERVE YES ☐ NO ☐		SUMMER CAMP OBLIGATION YES ☐ NO ☐	EXPECTED DISCHARGE DATE
BRANCH	DATE ENTERED	DATE SEPARATED	TYPE OF DISCHARGE	PRESENT OR LAST RANK
SPECIAL SKILLS OR TRAINING			DISABILITY INCURRED AND PERCENT	

SIGNATURE

CUSTOMER SATISFACTION IS ALWAYS FIRST

The information on this application is accurate and subject to check. I understand that any misleading or incorrect statements may render the application void and would be cause for immediate dismissal in the event of employment.

SIGNATURE OF APPLICANT _____

PLEASE CHECK TO SEE THAT YOU HAVE ANSWERED ALL THE ABOVE QUESTIONS

FOR OFFICE USE ONLY

EMPLOYMENT

Name		Date Started Work:
Job Classification		Work Status: Full Time ☐ Part Time ☐ Temporary ☐
Location	Department	Salary $ per

Signed 94 74

FOR OFFICE USE ONLY	
Possible Work Locations	Possible Positions

APPLICATION FOR EMPLOYMENT

(PLEASE PRINT PLAINLY)

FOR OFFICE USE ONLY	
Work Location _____	Rate _____
Position _____	Date _____

To Applicant: We deeply appreciate your interest in our organization and assure you that we are sincerely interested in your qualifications. A clear understanding of your background and work history will aid us in placing you in the position that best meets your qualifications *and* may assist us in possible future upgrading.

PERSONAL

Date _____

Name _____ Social Security No. _____
Last First Middle

Present address _____ Telephone No. _____
No. Street City State Zip

Are you legally eligible for employment in the U.S.A.?_____ State age if under 18 or over 70_____

What method of transportation will you use to get to work? _____

Position(s) applied for _____ Rate of pay expected $_____ per week

Would you work Full-Time_____ Part-Time_____ Specify days and hours if part-time _____

Were you previously employed by us?_____ If yes, when? _____

If your application is considered favorably, on what date will you be available for work? _____ 19_____

Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with our organization? _____

_____

_____

RECORD OF EDUCATION

School	Name and Address of School	Course of Study	Check Last Year Completed				Did You Graduate?	List Diploma or Degree
Elementary			5	6	7	8	☐ Yes ☐ No	
High			1	2	3	4	☐ Yes ☐ No	
College			1	2	3	4	☐ Yes ☐ No	
Other (Specify)			1	2	3	4	☐ Yes ☐ No	

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(Turn to Next Page)

List below all present and past employment, beginning with your most recent

I

Name and Address of Company and Type of Business	From Mo.	From Yr.	To Mo.	To Yr.	Describe the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
Telephone									

II

Name and Address of Company and Type of Business	From Mo.	From Yr.	To Mo.	To Yr.	Describe the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
Telephone									

III

Name and Address of Company and Type of Business	From Mo.	From Yr.	To Mo.	To Yr.	Describe the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
Telephone									

IV

Name and Address of Company and Type of Business	From Mo.	From Yr.	To Mo.	To Yr.	Describe the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
Telephone									

May we contact the employers listed above? _____ If not, indicate by No. which one(s) you do not wish us to contact _____

PERSONAL REFERENCES (Not Former Employers or Relatives)

Name and Occupation	Address	Phone Number

PLEASE READ AND SIGN BELOW

The facts set forth in my application for employment are true and complete. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal. You are hereby authorized to make any investigation of my personal history and financial and credit record through any investigative or credit agencies or bureaus of your choice.

In making this application for employment I authorize you to make an investigative consumer report whereby information is obtained through personal interviews with my neighbors, friends, or others with whom I am acquainted. This inquiry, if made, may include information as to my character, general reputation, personal characteristics and mode of living. I understand that I have the right to make a written request within a reasonable period of time to receive additional, detailed information about the nature and scope of any such investigative report that is made.

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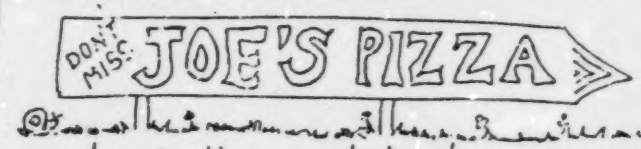
PIZZA MENU

Name _____



Directions: You will need a pizza menu to do this worksheet.

1. From what restaurant did the menu come? Put the address and phone number below also.

_____

_____

2. Which pizza is your favorite? Why? _____

_____

3. How many different ingredients for pizza does this restaurant offer? List them in alphabetical order on the back of this paper. Don't forget to include tomato sauce and cheese.

4. If you weren't hungry for pizza, is there something else you could order from this restaurant? What would you choose?

_____

5. You have $10.00 to spend. Write down below what you would order for yourself and a friend.

You _____ Your friend _____

How much change would you receive? _____

6. Which pizza is least expensive? _____

7. Which pizza is most expensive? _____

8. Make the chart below on the back of this page. Put all the pizzas from your menu on this chart. Put each one under the heading that tells how you feel about it.

Yum-yum! Love to try it!	Not sure... Might be good.	No, thanks! Sounds strange to me!

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Name _____

WHAT'S ON A MENU?

Directions: You will need a menu to do this worksheet. All the answers will be found on your menu.

1. The name of your restaurant is _____

2. What is your favorite thing on this menu?

   _____

3. Using your menu, order an entire meal. Choose a

   sandwich _____

   beverage _____

   dessert _____

4. What is the most expensive item on your menu? List the item and its cost.

   _____ _____

5. Menus use descriptive words to tell about their food. Find five descriptive words such as "fresh", "tasty", or "delicious". List them.

   _____ _____

   _____ _____

   _____ _____

6. Write any five items from your menu in alphabetical order.

   _____ _____

   _____ _____

   _____ _____

7. Write your own menu item. Include the name, a description, and the price.

   _____

   _____

   _____

Peanut Butter Cake and Jelly Ice Cream

NAME _____ DATE _____

CLASS _____ TEACHER _____

MENU TERMS

PART I

Directions: Here are some terms used on restaurant menus. For each term, circle the letter of the phrase that best explains it.

1. A la mode means

   A. topped with ice cream.
   B. cooked to your order.
   C. very sweet.

2. Au gratin means

   A. fried to a golden brown.
   B. uncooked.
   C. topped with bread crumbs and/or cheese.

3. Au jus means

   A. served in its own juices.
   B. served with gravy.
   C. served rare.

4. Julienne means

   A. served on lettuce.
   B. cut into long strips.
   C. mixed with vegetables.

PART II

Directions: Here are some nouns used on restaurant menus. For each term, write a brief definition.

5. Croutons _____

6. Soufflé _____

7. Shish kebab _____

8. Consommé _____

9. Fricassee _____

10. Omelet _____

NAME_____ DATE_____

CLASS_____ TEACHER_____

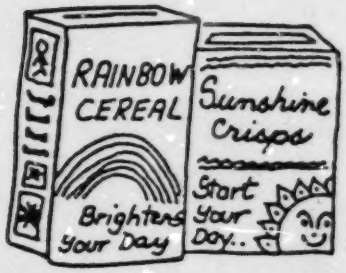
COOKBOOK TERMS

Directions: In the left-hand column are definitions of verbs commonly used in cookbooks. In the right-hand column are the verbs. On the line to the right of each definition, write the letter of the correct verb.

Definition		Verb
1. Brown food in fat and then cook in covered pan at low temperature with a little liquid.	_____	A. Bake
2. Moisten food with melted fat or liquid while cooking.	_____	B. Blanch
3. Cook in an oven.	_____	C. Baste
4. Press and squeeze with hands until thoroughly mixed.	_____	D. Braise
5. Cook at or just below the boiling point.	_____	E. Dice
6. Cover with boiling water for a very short time.	_____	F. Fillet
7. Cut into small cubes.	_____	G. Flake
8. Decorate.	_____	H. Garnish
9. Fry quickly in a little fat.	_____	I. Knead
10. Cook the surface quickly at high heat.	_____	J. Marinate
11. Soak in a liquid such as vinegar and oil.		K. Saute
12. Break into tiny pieces.	_____	L. Sear
13. Remove the bones.	_____	M. Simmer

Nam. _____

WHAT'S ON A CEREAL BOX?



Directions: You will need an empty cereal box to do this worksheet. All the answers will be found on your cereal box.

1. The name of your cereal is _____
2. What company makes your cereal? _____
   Where is it located? _____
3. The package weighs _____
4. If you had some of your cereal in your hand, describe what it would look like. _____
   _____
5. How much did your cereal cost? _____
6. List four ingredients found in your cereal.
   _____ _____
   _____ _____
7. Write about one of the following from your box: 1) Copy a recipe found on your box. 2) Describe the "send-away" offer. 3) Explain what the "surprise" in the box probably looked like. 4) Tell something you learned from reading the box.
   _____
   _____
   _____
   _____
8. On the back of this paper, design your own cereal box. Be sure to include the weight, ingredients, a free offer or surprise, and a colorful box.

Name _____

WHAT'S ON TV?

Directions: You will need a TV Guide or the weekly listing of shows from the newspaper to do this worksheet.

1. What is your favorite TV show? List the day, time, and channel.

_____

2. If you could watch television for two hours on Monday, what would you watch?

_____ _____

_____ _____

3. What is your favorite show for each of these days?

Tuesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

4. Who or what is on the cover of your TV magazine?

_____

5. Choose a movie to watch on Wednesday. Write its title and rating.

_____ _____

6. Choose a game show to watch on Tuesday morning. Write the name and what time the show is on.

_____ _____

7. Choose a cartoon to watch on Saturday morning. Write its name and why you chose it.

_____

Name _____

WHAT'S IN THE TELEPHONE BOOK?

Directions: You will need a telephone book to do this worksheet. Use the yellow pages.

1. Your mother needs some special medicine, and it is 2:00 A.M. Where could you go to get it?

_____

2. You'd like to buy a motorcycle. Which shop will you go to first? Why? What makes of motorcycles do they carry?

_____

_____

3. Your family wants to go out to dinner. Choose a restaurant and write down its name and location.

_____

4. Where could you buy a bicycle built for two? List two places.

_____

_____

5. You'd like to have some food delivered for your dinner. Where should you call, and what will you order?

_____

6. You've sprained your ankle and must use crutches for several weeks. Where would you call to rent some crutches? List two places.

_____

_____

Inside the Phone Book

When two words begin with the same letter, we use the second letter of each word to decide which comes first. If you wanted to find the telephone numbers of these people, which name would you see first on the page?

Example: Smith, A.
or
Samson, T.

Answer: Samson,
because a
comes before m.

1. Johnson, R.
or
James, R.

_____,

because _____ comes before _____.

2. Park, K.
or
Peel, D.

_____,

because _____ comes before _____.

3. Scott, H.
or
Sears, E.

_____,

because _____ comes before _____.

4. Wolf, G.
or
Wing, F.

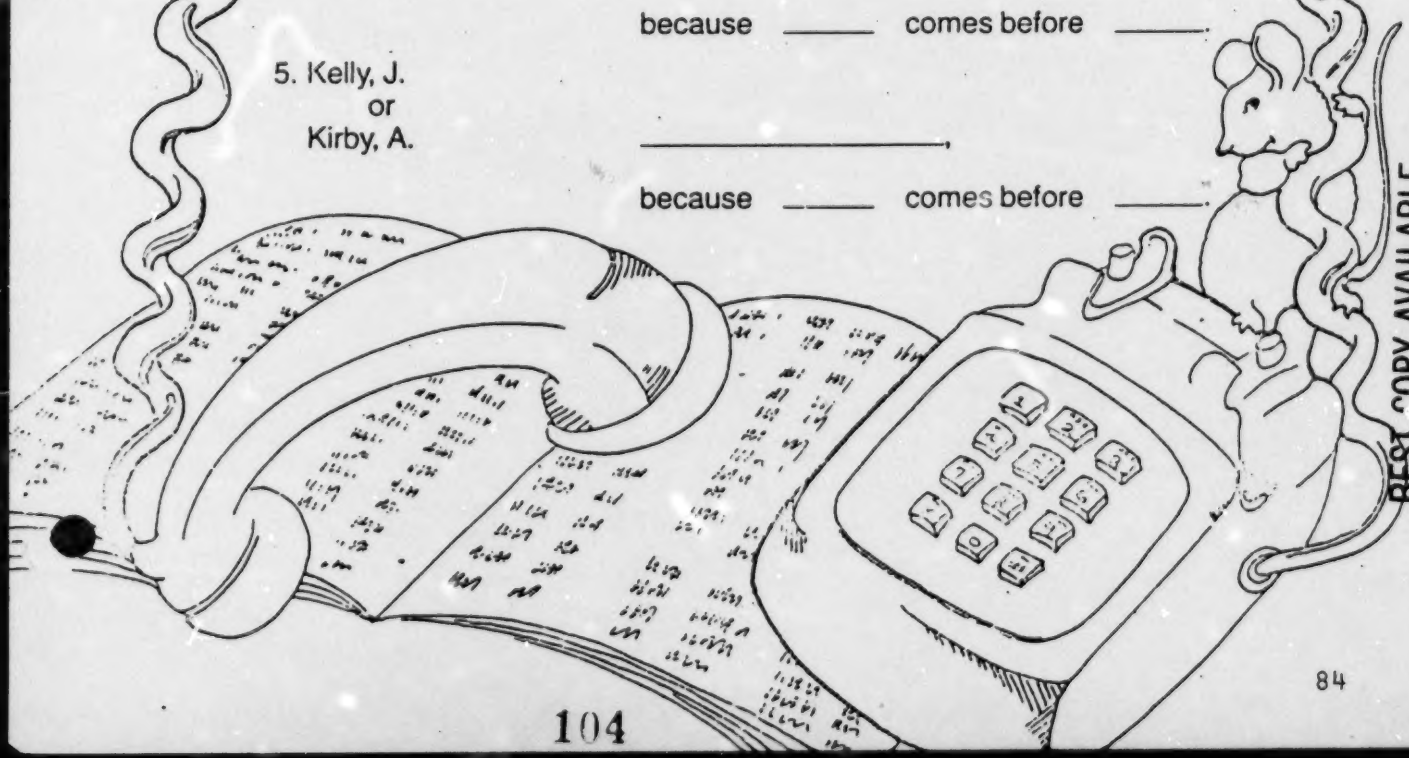
_____,

because _____ comes before _____.

5. Kelly, J.
or
Kirby, A.

_____,

because _____ comes before _____.



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CONCLUSION

An important way of keeping morale and enthusiasm high is to say thank you regularly and sincerely whenever the occasion arises. Tutoring involves hard, time-consuming work. Success won't always be there but if you tutor with a genuine concern for your client and respect the skills he/she may have, you will certainly bring hope into many lives. On behalf of the non-readers you are about to help, thank you.